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ABSTRACT

This colloquim report contains papers submitted to the Child Development Associate (CDA) Consortium by a panel of 12 black educators who represented different disciplines and differing black perspectives. Panelists discussed the education of preschool teachers with specific reference to competency areas, training programs for preschool staff, assessment and credentialing procedures. The report gives a brief outline of proceedings of the black colloquy participant reactions and recommendations, and then presents the following papers: (1) Developing Communicative Competencies; a Black Perspective, (2) Assessment: Pitfalls and Problems without a Black Perspective, (3) Social and Psychological Implications of the CDA on the Black Community, (4) Implications of CDA on Supplementary Training, (5) A Profile of the CDA Candidate in the Black Community, (6) Competency-Based Training and Teacher Education in the Black College, (7) Evaluative Criteria for Assessment in Early Childhood Education, (8) The Role of the Community Child Development Center and the CDA, (9) Translating Black Experience Theory into Practice as it Relates to Training, (10) Is Competency Synonymous with Proficiency? (11) Cooperation, Competition and the Education of Black Children, (12) Competencies, Credentialing and the CDA Program or Maids, Miss Ann and Authentic Mothers: "My Momma Done Told Me."

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REPORT
ON
THE BLACK COLLOQUY

February 8 - 10, 1973

Sponsored by

THE CHILD DEVELOPMENT ASSOCIATE CONSORTIUM

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of

Canary Girardeau

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THE CDA CONSORTIUM

At present, though all states have licensing regulations governing health and safety standards for preschools, less than half have certification requirements regarding the training and competence of preschool staff. Even those requirements vary from state to state, and frequently bear little relationship to the skills required of an early childhood worker in the classroom.

The Child Development Associate Consortium was established in July, 1972, with an initial grant from the Office of Child Development, U. S. Department of Health, Education, and Welfare, to devise competency-based standards for early childhood staff. Policy for the Consortium's activities is set by a Board of Directors chosen from more than 35 national organizations concerned with the welfare and development of young children.

The Consortium's efforts focus on two basic missions:

1. Development of a "competency based" assessment system that will relate the skills required of an early childhood worker to measurable behavior, thus enabling an assessment of a candidate's skills or his or her need for further training; and

2. Development of a credentialing system that can be adopted by the states or adapted to their present regulations.

Educators and others interested in the work of the Consortium are invited to request placement of their names on the Consortium's mailing list. Please write to Dr. C. Ray Williams, Executive Director, CDA Consortium, 7315 Wisconsin Avenue, Washington, D.C. 20014.

Dear Colleague:

This publication is the second report on a series of "colloquies" sponsored by The Child Development Associate Consortium. The Colloquies were organized to obtain the viewpoints and advice of various specialized professional and ethnic groups to help shape components of the CDA program. There have been other colloquies with state officials responsible for licensing preschool centers and credentialing educational personnel, and with representatives of the American Indian, Chicano, and Puerto Rican communities.

The CDA concept springs from the conviction that present training programs for personnel place more emphasis on academic knowledge than on practical, demonstrable skills needed in dealing effectively with children and older students. The CDA Consortium does not view the training of preschool or other educational personnel as an either/or proposition; systematic, continued involvement in a higher education curriculum undoubtedly results in personal change that is important to the teacher and to the teacher's charges.

Yet observation of preschool programs indicates that academic preparation by itself does not necessarily prepare graduates for effective work with children from 3 to 5 years of age. The need for task-related criteria for assessing and credentialing early childhood staff led to the identification of the CDA "competency areas." These are broad categories of skills that every preschool worker should possess if she is to provide genuinely developmental stimulation for preschoolers. Since its establishment in July, 1972, the CDA Consortium has been working to refine these "competency areas."

Early in its work, the Consortium recognized that most descriptions of desirable student achievement--on which desirable teacher performance must be predicated--stem from white, middle-class perspectives on our national culture. These perspectives have slighted the contributions of minority groups to our national life at large, and penalized minority children for their "failures" to measure up to majority norms at worst.

The Black Colloquy proceedings reported in the following pages represent an attempt by the Consortium to draw upon the experience and perception of Black professionals in ensuring that the CDA program will be as applicable to Black children as to white. Some of the criticisms raised in the participants' papers have already been resolved by subsequent developments or deliberate changes in CDA planning; others have yet to be resolved, and some may continue to present problems.

Rather than filter out unduly harsh comments or defend the Consortium against views that we consider inaccurate or too painfully close to uncomfortable truths, we present the papers without CDA intrusion; they have been edited only by the authors.

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We hope that, in addition to clarifying the role and activities of the CDA Consortium, these papers will contribute to the continuing dialogue that American educators of all ethnic and racial origins must maintain with each other if we are ever to develop programs that will give all youngsters their best possible start in life.

Sincerely,

C. Ray Williams
Executive Director
CDA Consortium, Inc.

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BLACK COLLOQUY ON CDA COMPETENCIES

ASSESSMENT AND CREDENTIALING

I. INTRODUCTION AND BACKGROUND

As one expression of its commitment to seek the participation and involvement of many groups and individuals in selecting and defining the Child Development Associate competency areas, as well as in planning the assessment and credentialing system, the CDA Consortium held a Colloquy of prominent Black educators in Washington, D.C., February 8-10, 1973.

Participants were identified after discussions with CDA Board members, representatives of organizations affiliated with the Consortium, and various knowledgeable people within the Black community. The initial list, totaling more than 90 names, was eventually scaled down to the following 12 participants representing different disciplines and Black perspectives:

--Ms. Pamela Almeida, doctoral candidate, Graduate School of Education, Harvard University, Cambridge, Mass.

--Mr. Robert Bentley, Director of Special Projects, Bank Street College of Education, New York, N. Y.

--Dr. Stanley Crockett, Senior Research Associate, Roy Littlejohn Associates, Inc., Washington, D.C.

--Mr. Joseph Drake, Assistant Program Manager for Human Relations Training, Seattle Public Schools, Seattle, Wash.

--Dr. Frankie Ellis, Chairman, Department of Teaching Disciplines, School of Education, Tuskegee Institute, Tuskegee, Ala.

--Dr. Phyllis Greenhouse, Chairman, Home Economics Department, University of Arkansas at Pine Bluff, Pine Bluff, Ark.

--Dr. Asa Hilliard, Dean, School of Education, California State University, San Francisco, Calif.

--Ms. Frieda Mitchell, Director, Child Development Program, Penn Community Services, Inc., Frogmore, S.C.

--Ms. Glendora Patterson, Director, Parent-Infant Neighborhood Center, Berkeley, Calif.

--Dr. Evangeline Ward, Professor of Early Childhood Education, Temple University, Philadelphia, Pa.

--Dr. Ernest D. Washington, Chairman, Human Potential Center, University of Massachusetts, Amherst, Mass.

--Mr. Preston Wilcox, President, Afram Associates, New York, N.Y.

--Mr. J.D. Andrews, National Conference Coordinator, National Association for the Education of Young Children, Washington, D.C.

Each participant was asked to speak on a specific topic or concern related to the CDA competencies, assessment, or credentialing procedures. In addition, the Colloquy was structured to give participants opportunity to question, discuss, and make recommendations about any aspect of the CDA program. The papers presented, issues raised, and recommendations offered make up the bulk of this report.

Dr. C. Ray Williams, executive director; Ms. Virginia Krohnfeldt, assistant executive director; Dr. Thomas Ryan and Dr. Josue Cruz, Jr., respectively director and assistant director of assessment; and Ms. Canary Girardeau, training specialist, represented the CDA Consortium. Guests included Dr. Douglass Gordon of the American Speech and Hearing Association and Dr. James C. Young of the Early Childhood Department, Georgia State University.

II. ISSUES AND CONCERNS

On the first day of the Colloquy, Consortium staff explained the components of the project, i.e., the competency areas, their future influence on training programs for preschool staff, assessment, and credentialing. Following these presentations, Colloquy participants were invited--before presentation of their individual papers began--to comment on the general strategy for the CDA project.

It quickly became clear that three issues predominated in the minds of the participants: first, the value (or lack of it) in soliciting Black input into the program after it was well along toward being implemented; 2) the most effective method for making that input; and 3) the hazards to the Black community and to Black children in "deficit-model" programming.

Regarding the first issue, Consortium staff agreed that minority groups were not considered as much as they should have been in designing the initial CDA concept. Some of the groups involved in early planning had significant minority membership, but there was no direct, formal attempt to solicit the views of minority groups.

Since then, however, the Consortium has made a conscious effort to solicit the views of ethnic minorities, and to involve them in policy-making for and direction of the entire project. The CDA Consortium Board of Directors has 16 members; eight are Black, Chicano, American Indian, or Puerto Rican. In addition, OCD has selected minority professionals as Principal Investigator for a number of its training programs, and the Consortium earmarked specific amounts of money under its assessment program to go to minority subcontractors.

The Black Colloquy itself, of course, represents another effort to ensure the applicability of CDA procedures to minority communities; others have been held with representatives of the American Indian, Chicano, and Puerto Rican communities.

Discussion of the second issue--the best method for guaranteeing continuing Black input into the program as it develops--led to the recommendation that Colloquy participants seek continued involvement as a Black Advisory Task Force.

Dr. Asa Hilliard was elected chairman of the task force and, as spokesman for the group, registered this interest in an exchange of letters with Dr. C. Ray Williams.

The creation of the Black Advisory Task Force could to some extent help allay the participants' concern over the third principal issue, use of a "deficit-model" approach to the design and application of CDA concepts to the Black community. This approach, in essence, assumes that Black or other non-majority communities are not merely different from the majority white, middle-class community, but inferior to it.

Under this assumption, for example, a program might be built on the belief that certain children use immature language and thought, and that the community's homes exemplify a lack of close relationships between family members. The participants expressed concern that the CDA project should begin with a positive view of the strengths of ethnically different communities and try to build on those strengths, rather than taking the negative view that ethnic, racial, and socio-economic differences represent weaknesses that must be remedied or practices that must be eliminated. Such a positive approach, the participants argued, could well make the difference between program success and program failure in Black communities for CDA.

During these discussions, two terms--"Black Experience" and "Black English"--were raised so often that the participants gave some attention to defining them and commenting on their applicability to the CDA program.

"Black Experience" was described as a unifying force made individual by the distinctive personal experiences that "each of us has painted in--the things that we've absorbed through personal election, family choice and circumstances, community choice, whatever..." And while it was important for both CDA and the Black Advisory Task Force to be aware of the common elements in the "Black Experience," it was equally important for them to distinguish and respect the individual variants on this overall theme.

With specific relation to CDA assessment, for example, the participants felt that assessment instruments used should give credit to Black (or other minority) candidates "who have taken in 'X' variants and use them well, but should not penalize them if they have not taken in 'Y' variants."

Regarding the second term, the participants agreed that much of the writing about "Black English" has little or nothing to do with classroom performance. The function of language, they contended, is to facilitate communication and to convey understanding of the concepts at issue. "How a kid says what he understands is not, for the most part, really critical to the learning process." The implication for CDA here is that those competency areas that bear upon language acquisition should not compel an adherence to standard American English as the only gauge of a child's achievement or a CDA's performance.

The question-and-answer session raised a few other points not suggested by the previous commentary:

Q: Is the Consortium autonomous, outside the jurisdiction of the Office of Child Development? Who has the power?

A: We are as independent as any group that gets all its money from one source can be. We would like to believe that we are not just an arm of OCD, but in fact we've been given a one-year grant. (Note: CDA received a second-year, renewal grant four months after the Colloquy.)

Q: How scattered over the country are the OCD pilot training programs?

A: OCD has 13 pilot training programs, more than one in every HEW region. It's important to point out that all CDA training is OCD's responsibility: we are working strictly on the assessment and credentialing aspects.

Q: Does the Consortium have anything to do with determining where the training programs are and who the contractors are?

A: Not a great deal. The CDA staff had two members on the 15-person panel that reads applications and selected training sites.

Q: How long will the OCD training centers be pilot?

A: They were written as two-year projects. In general, we'd stress that CDA training comes out of OCD, and we have very little say in that aspect of the overall program. However, it's worth noting that Head Start Supplementary Training--which used to be focused on a college degree in any area--has been revised by OCD to require work on courses that are related to CDA competency areas. Thus we'll still have Head Start Supplementary Training, but now it will be directed toward attainment of the CDA skills directly, and possibly a college degree as an indirect result.

Finally, here is a brief summary of other issues raised in the participants' papers:

--Use of the term "competency," which suggests a range from average to skilled performance and may result in mediocrity, in place of a more positive term such as "proficiency."

--Lack of adequate instruments for measuring some of the most important competencies, and the consequent danger that the CDA program will be shaped by available evaluative instruments, rather than the reverse.

--The preference of national agencies (such as OCD and CDA) for collecting information common to a large number of programs in many different locations, and the resultant lack of attention to the uniqueness of a few programs which "make real differences."

--The preference of both professionals and laymen for neatness and the appearance of order in assessment, in contrast to the reality of life, which is "messy, uneven, approximate, and somewhat erratic, even when the figures make it appear to be otherwise."

--"Evaluation which is simply for the purpose of monitoring, go-no-go decision-making, or punishment is unworthy of the name."

--Concern that the competencies as stated may limit the CDA to classroom work: "A CDA hired in any preschool program should be trained in such a way that would enable her to perform a variety of roles... If the CDA is going to improve the quality of community child care centers, she must be able to transmit her knowledge and skills to others who have not gone through the CDA program."

--"What about a CDA with outstanding abilities? Is she going to be able to advance up the career ladder? Will credentialing provide for a CDA to be hired as a Center Director, if during the process of assessment, it is determined that she has the capabilities?"

--Many CDA's, coming directly from existing child-care centers, will have no college or university affiliation and "will be virtually unknown at the end of their training... How will the Consortium assist CDA's in further training, refresher training, placements, advancement?"

--The CDA focus on development of children through placement in child-care centers tends to segregate them from older age-groups. "Traditionally, we Black people have had contact with other age groups during our early childhood... As a minority culture, Black people cannot afford to experience the alienation of one generation from the other."

III. RECOMMENDATIONS

1. Following the Colloquy and their return home, a small group of participants should examine competencies for a) comprehensiveness, b) racist overtones, and c) competency areas specifically needed in the Black community.

2. The CDA Consortium should consider a "community assessment team" approach to assessment whose elements would include an assessment team approved by the community, a portfolio maintained by the CDA trainee, and a system of scheduling that would allow trainees to request assessment when they felt ready, rather than being placed "under the constriction of the day after tomorrow."

3. The Black community should have more than advisory functions in day-care centers run by CDA's. The community must participate actively in the daily activities of the children within these centers. This would prevent the "segregation-by-age" tendency of child-care centers.

4. The Consortium should utilize the state federations of community-operated child development centers that have been organizaed in the Carolinas, Georgia, Alabama, and Mississippi by asking them for help in recruiting and in providing on-site experience for trainees.

5. In contrast to the "deficit model," Blackness should be viewed as a positive demonstration of survival through strength. "We have the privilege of insisting on the expectation that the Black experience and its use in staff assessment be a demonstrable component for credentialing. For our young Black children, we must insist on it."

6. Assessment of staff in programs serving Black children primarily should be done only by evaluators who a) have intimate familiarity with the culture and life style of the children being served, b) have demonstrated ability to communicate with children and their parents in the particular culture, c) indicate freedom from "deficit-model" thinking in their approach to programs for Black children, and d) have successful experience as teachers.

7. General CDA assessment strategy should minimize dependence on "narrowly mechanistic materials for measurement and research design," on evaluators from outside the community, and on "limited concepts of evaluation or assessment, particularly those which fail to utilize parents, pupils, and local professionals."

8. Assessment of CDA's should include assessing the candidate's knowledge of her pupils' cognitive, affective, and psychomotor development--not only to highlight their value to the teacher in conducting an effective preschool program for each individual, but also to "permit the identification of those teachers who have no empathy or concern for individual children."

PARTICIPANTS' PAPERS

Author	Title
Ms. Pamela Almeida, Graduate Student, Harvard University, Cambridge, Mass.	Recognition of Language Competency from the Black Perspective
Mr. Robert Bentley, Director of Special Projects, Bank Street College of Education, New York, N.Y.	Assessment: Pitfalls and Problems without a Black Perspective
Dr. Stanley Crockett, Senior Research Associate, Roy Littlejohn Associates, Washington, D.C.	Social and Psychological Implications of the CDA on the Black Community
Mr. Joseph Drake, Asst. Program Manager, Human Relations Task Force, Seattle Public Schools, Seattle, Wash.	A Profile of the CDA Candidate in the Black Community
Dr. Frankie Ellis, Chairman, Dept. of Teaching Disciplines, Tuskegee Institute, Tuskegee, Ala.	Implications of CDA on Supplementary Training
Dr. Phyllis Greenhouse, Chairman, Home Economics Dept., University of Arkansas at Pine Bluff, Pine Bluff, Ark.	Competency-Based Training and Teacher Education in the Black College
Dr. Asa Hilliard, Dean, School of Education, California State University, San Francisco, Calif.	Evaluative Criteria for Assessment in Early Childhood Education
Ms. Freida Mitchell, Director, Child Development Program, Penn Community Services, Inc., Frogmore, S.C.	The Role of the Community Child Development Center and the CDA
Ms. Glendora Patterson, Director, Parent-Infant Neighborhood Center, Berkeley, Calif.	Translating Black Experience Theory into Practice as It Relates to Training
Dr. Evangeline Ward, Professor, Early Childhood Education, Temple University, Philadelphia, Pa.	Is Competency Synonymous with Proficiency?
Dr. Ernest Washington, Human Potential Center, University of Massachusetts, Amherst, Mass.	Cooperation, Competition and the Education of Black Children
Mr. Preston Wilcox, President, Afram Associates, Inc., Harlem, N.Y.	Competencies, Credentialing, and the CDA Program Or Maids, Miss Ann and Authentic Mothers: "My Momma Done Told Me"

DEVELOPING COMMUNICATIVE COMPETENCE: A BLACK PERSPECTIVE

by: Pamela M. Almeida
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The notion of a Child Development Associate (CDA) has emerged from the increasing demand by all levels of society for quality child care and early education. The CDA, as conceptualized by the Office of Child Development, would be a certified professional possessing the skills to provide a healthy, cognitively stimulating, and emotionally supportive environment for children aged 3-6 years. The task confronting the CDA is demanding and challenging. One of the areas with which the CDA must be concerned is that of developing the communicative competence of children. The focus of this paper is the communicative competence of young Black children because they will compose a large percentage of the CDA's clientelle, and will present a unique set of concerns.

Chomsky (1965) introduced the theoretical construct of language competence to account for the ability of a native speaker to: 1) recognize grammatical sentences in his language; and 2) produce grammatical sentences which he has not previously uttered and/or which have not been uttered by any other native speaker. Language competence cannot, however, be limited to the ability to produce and comprehend novel utterances. It must be enlarged to include the speaker's ability to judge the social appropriateness of speech in order to facilitate communication. The notion of "communicative competence" (Hymes, 1971) reflects a syntactic and social context for language. Performance, actual speech behavior, is the indication of communicative competence. It may be elicited in a variety of situations, formal and informal (e.g. conversations, class lectures). This performance is influenced by the speaker (his motivation, health, etc.) as well as by the context. Consequently, performance is a sensitive measure of communicative competence and might under- or overestimate such competence.

Naturalistic observations (John and Moskovitz, 1970) have demonstrated that a child begins to develop his competence in language prior to uttering his first word. That he can respond appropriately to adult requests serves as one index of this emerging competence. If the process is indeed initiated at this early stage of development, by the time a child is speaking, he possesses a great deal of knowledge about the grammer of his language. Thus, the task of the Child Development Associate is to build on this knowledge and to stimulate flexibility of expression in the child, thereby becoming a catalyst in the process of attaining communicative competence.

The question then is: By what means is the CDA to intervene in this process? One might consult the literature on language acquisition for answers. But we are primarily concerned with Black children, so invariably we must contend with the unique variable of Black English.

The current sociolinguistic research on Black English has raised the issues of "standard" versus "nonstandard," differences in meaning between dialects, and the role of bi-dialectism. Although Black English has rightly survived

the tests of a legitimate dialect, little consensus has been reached concerning its proper role in education and, more specifically, in reading instruction. We would hardly disagree with the sociological and anthropological functions of Black English. It is one manifestation of our cultural identity. And it is a legitimate means of describing the external world and our individual feelings. Black English does not impede cognition nor does it necessarily interfere with educability. (Cazden, 1972, p. 156) It cannot, however, be made into a measure of our individual blackness. The systematization of Black English reflects a generalization of what has been empirically observed, but it does not necessarily reflect any one person's idiolect (the individual's unique speech patterns). We Black people must allow each other degrees of individual difference which have not been offered by the stereotypes the larger society has imposed on us. Children, also, must be allowed their different levels of communicative competence and be taken from where they are to the criterion set for them.

Developing the facility for meeting a variety of situations effectively mediated through language should be the goal of building communicative competence. The more fundamental criterion for developing competence in Black children is to prepare them to function effectively in their communities and to master school-related tasks. The two aspects of this criterion need not be conflicting if the schools are changing to reflect the values and aspirations of these communities.

The research in language acquisition has underscored the profound impact that language modeling has on children. These studies are useful both in terms of the experimental procedures used and the theories of language competence they propose. It must be emphasized that Black children were not part of these experimental samples. Therefore, these findings must be carefully scrutinized in order to determine their applicability to language development in Black children.

Cazden's (1965) intercultural research compares the effectiveness of expanding child language versus modeling adult speech patterns. Expansion of child speech involves taking an utterance and adding to it, e.g., "Mama byebye" becomes "Mama goes byebye." On the other hand, modeling speech patterns involves recognizing the intent of the child's utterance and placing it into a more sophisticated sociolinguistic framework, e.g., "Mama byebye" now becomes "Mama is going to the store." From data gathered by naturalistic observation, Cazden concluded that modeling stimulated greater grammatical development than expansion.

In investigating children's facility with selected syntactic constructions, Chomsky (1972) discusses the relationship between language development, standardized reading measures, IQ, and socioeconomic status. Observable behavior and play were used to evaluate the internalization of syntactic constructions. Chomsky concludes that the use of certain syntactic constructions is developmental in nature and that:

> the best thing we might do for him (a child) in terms of encouraging this learning would be to make more of it possible, by exposing him to a rich variety of language inputs in interesting, stimulating situations. (p.33)

In addition, she found that the language being read to the child positively correlated with the child's ability to use complex syntactic constructions.

Berko (1961) constructed a unique and creative instrument for demonstrating syntactic generalizations in preschoolers' speech. She used nonsense words to label imaginary animals and activities. For example, to test the use of simple plurals, Berko presented the child with a picture of a bird-like animal followed by a picture of two such animals. "This is a wug. Now there is another one. There are two of them. There are two ____." The child's task is to formulate the plural of the word "wug" based on his ability to induce syntactic patterns. The use of nonsense words in the teaching of reading is a source of much debate. However, the literature does not address itself to the possibility of using them as an assessment instrument. Nonsense words might be one method of tapping the underlying competence which a child has developed through his exposure to language models rather than through rote learning. Also, they might serve as a less culture-bound method of assessing the communicative competence of children. Clearly, this is one area that researchers and teachers should investigate further.

We shall now consider the role of the CDA as a facilitator of communicative competence in Black children. Since the CDA will be a role model with whom children might identify and imitate, he must be aware of his attitudes toward the children as well as his own use of language. He must be familiar with the forms of language in common usage within the immediate community in order to initiate and maintain meaningful dialogue with his "students." The CDA must also stimulate the child's desire to express himself, thereby creating the need for new vocabulary and resulting in a broad base of experience in language use. Communicative competence is dependent on the use of language in a variety of contexts. It is these contexts which the CDA should provide for the child. A wide variety of activities can be used to promote language development which can be coordinated with activities which can promote growth in other areas. The imaginative resources of the CDA will come into play as he adapts these activities to meet the interests and needs of the children.

The CDA can and should tap resources other than himself in establishing a creative and effective environment for cognitive growth. Parents and older children can serve as valuable inputs to the preschooler's learning environment. Bronfenbrenner (1970, 1972) emphasizes the child's need for cross-age contact with older children and adults. It is through meaningful contacts with parents, other adults, and older children that youngsters learn compassion, tolerance, and cooperation, as well as values and standards of behavior of their community. Traditionally, we Black people have had contact with other age groups during our early childhood. However, as more children are placed in day care centers and nurseries, as more older children and parents are out of the home, age groups have become segregated. In effect, the child is being reared by his peers. As a minority culture, Black people cannot afford to experience the alienation of one generation from the other. Such degeneration of community solidarity results in the loss of the means through which our culture has been transmitted, the means by which we have survived as a people.

The family, school, and community should be united in a coalition directly involved with the education of young children. The CDA might serve as the vehicle through whom such a coalition can act. However, the child would benefit most from active community participation in his daily activities. This participation of other adults and older children will yield growth in both the affective and cognitive domains of which communicative competence is one significant aspect.

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ASSESSMENT: PITFALLS AND PROBLEMS WITHOUT A BLACK PERSPECTIVE

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At the very outset, I must admit that the enormity of the responsibilities associated with such a loaded, or should I say pregnant, topic as the one chosen here for discussion-- "Assessment: Pitfalls and Problems without a Black Perspective"--strikes me as overwhelming. The enormity mainly stems from the cliche-ridden nature of any discussion purporting to detail the hazards of evaluating Black children and youth without specific input from the population to be assessed. To this date, social and psychological justifications are as legion as they are valid; so the subsequent question of why another such putting forth on this treadworn topic comes to mind. A partial response is that apparently, and in the face of a widespread increase in accountability or competency-related approaches in the field of early childhood education, very little heed is being taken of the advice that Black input should precede, not occur subsequent to, conceptualization of assessment procedure for Black children and youth.

In this discussion five major points will serve as foci:

I. The Inappropriate Nature of the Medical-Deficit Model

II. A Priority of Competencies Should Be Constructed

III. The Need to Balance Formative and Summative Evaluation

IV. The Primacy of Modeling Among the Black-poor

V. The Need to Define Behaviorally Indices of Attitude

Most assessments conducted with Black and poor children utilize the medical model of psycho-medical intervention. That is, more often than not, evaluation of the Black-poor becomes a search in validation of a theorized deficit. Children and youth within this population sample are described in terms of negative comparisons with some non-existent "majority." No note is made of the pluralistic nature of that melting-pot-like majority, of course; this monolith exists only in the hearts and minds of our contemporary social scientists.

As an example, the bulk of the early intervention projects were aimed at upgrading the acknowledged deficient academic and cultural skills of the to-be-served Black, Hispanic and Original American populations. One wonders whether a truly competent member of these populations would be disqualified from a compensatory program. In cases where normal cognitive and chronological growth were recorded over time, the treatment was noted as the sole contributing factor.

In relation to this natural tendency toward attribution of deficiency to Black and other minority children, what is the impact of deprivation theory on current formulations of what the child is like subsequent to assessment? Initially, relative immaturity of language and thought are generally attributed to these deprived children. And again it should be noted that immaturity is operationalized in terms of some model non-Black class norm that has yet to be identified.

Secondly, descriptions of the home life, often by pure conjecture--since most recent cross-cultural surveys in our country indicate a steady increase in ethnic polarization--details the lack of close, emotionally rewarding family relationships which, in turn, accounts for low achievement and a host of similar ills.

Thirdly, the purported impact of deprivation results in both physiological and psychological existential uncertainties. As examples, one's life--provided one is deprived--is rife with threats to one's physical and mental well being at every turn. So, as indicated in excessive foci of immature language and thought, inherent lack of close familial relationships and generalized exis - tential uncertainties, the medical-deficit model is incapable of facilitating improved understanding of Black and other so-called minority children.

In addition to the shortcomings inherent in the medical-deficit model, some hierarchies of adult and child competencies should be arranged. As this is being written, no minimal set of agreed-upon competencies exist for adults working with children; and conversely, no comparable set of child-related competencies exists as to what behaviors children should exhibit. In assessment, one must depend on the specific model and the comparative degree of implementation within model to arrive at a general assessment of children and youth. Specifically, how do pre-and-early-school emphasized competencies correlate with the child's community related/emphasized competencies? How many school-competent young children and youth would be adjudged community-competent by peers and relevant adults?

I hasten to add here that the so-called "street savvy" of the hypothetical junkie and hustler is not what is meant by community-competence. I will not fall into the non-Black social science trap of seeing either of these two denizens of slum life lurking, metaphorically, behind every Black and Hispanic child and youth. It should be obvious that only field and formal survey research will determine what the Black, middle-American community values as competencies for school-aged children and youth. So, until more agreement exists within the social science community as to what constitutes competency in both the adult teacher and teacher assistant as well as young children, assessment will continuously be characterized by a high degree of balkanization.

A fourth focal point to be considered is the current emphasis on process evaluation. In spite of the prevalence of statements alluding to accountability and evaluation of behaviorally definable products in early childhood education, the bulk of on-the-spot assessment of children and youth focuses on the process, not the product, of education. Consider the move from traditional grade reporting using the report card to anecdotal descriptions of where some subjective adult observer interprets the child to be. One need not be a certified psychometrist to detect the avenues that are open for the emergence of inaccuracies arising from social class biases. Not that the existence of the teacher-assigned grade represents any valid product assessment of young children and youth; it is imperative that a balance exist between formative-process and summative-product evaluation. This is especially true in the face of recent "do-gooder" efforts to make things "<u>easier</u>" for children and youth from so-called minority populations.

Modeling, according to my observations, plays an exceptionally important role in poor communities. The Black-poor are especially attuned to paradoxes between what is theoretically and actually happening to their children and youth in educational settings. As noted elsewhere in this paper, no general agreement exists as to behavioral components of the model teacher.

Members of Black communities where I have consulted are consistently mystified, according to their conversations with me, at how the criteria for an assessor are determined. Specifically, it was frequently noted that an assessment team member or teacher "wasn't any smarter than the aide and didn't know how to get the respect of the children." On this and similar points, community people were simply noting the disparity between what we purportedly did in reports and theory, and what actually happened. What is central to this point is not that appearances and facades are most important to the Black-poor; on the contrary, a long, hard look needs to be taken at the relationship between credentialing and the implementation of quality education. Until such a look is taken, until such an examination is carried out, no viable model of the teacher will exist for the teacher aide to emulate and, more important, for the system to assess.

The final, fifth, focal point to be considered concerns the role of attitudes when working with young children. It would seem plausible that, barring intellectual precocity in the 3 to 5 year old, young children are very concerned with and attuned to the attitudes of adults with whom they work. Research is obviously sketchy in this area due to the dependence of attitudinal research on reasonably developed verbal ability -- both oral and written. Consequently, attitude as a variable in assessment of adult competencies should be thoroughly investigated. It is my position that theoretical and developmental difficulties should not deter developmental psychologists and other interested social scientists from looking into tentative correlations between attitudinal components of teacher personalities and the existence of behavioral competencies. Do competent teachers score alike on certain measures of personality? Are there clusters of personality variables associated with degrees of early childhood teacher competencies? Maybe, on the other hand, several clusters of personality variables hang together relative to several varieties of equally competent teachers and teacher aides who work with young children.

SUMMARY

In this discussion, I have used a five-faceted framework to explore pitfalls without a Black perspective on the assessment process. Beginning with the bias inherent in the medical-deficit model, it was illustrated as relatively ineffectual in reference to the Black-poor. Next, the non-existence of a generally agreed upon hierarchy relevant to either adults who work with the children or the children themselves gives the area of assessment with young children a patchwork configuration. Little agreement, consequently, exists about what specifically constitutes the to-be-assessed behavior. Third, the preoccupation with process descriptions neglects product evaluations, quite often. Fourth, attention needs to be focused on what constitutes model teaching behavior and how it can be emulated and understood by both educators and laymen. Finally, research in the areas of attitude and motivation is needed to systematically examine relationships between attitudes and competencies.

SOCIAL AND PSYCHOLOGICAL IMPLICATIONS OF CDA ON THE BLACK COMMUNITY

by: Stanley Crockett, Senior Research Associate
Roy Littlejohn Associates

Having done no research upon the actual effects of the Child Development Associate program in a Black neighborhood, I am limited to my perceptions of certain social and psychological -- even political -- implications that the program, as described in the literature, might have for Black people. There is, despite my lack of empirical knowledge, something depressingly familiar with the way in which the CDA program has been and is being developed. Needs have been determined, information has been disseminated, resources have been defined, and decisions have been made <u>for</u> Black people. Thus, despite the level of education of the Black professionals gathered at the Black Colloquy, we, no less than our absent brothers and sisters, are cast in a <u>reactive</u> rather than <u>initiative</u> posture. We are reacting to what someone else has developed and defined. I speak not to the quality of what has been developed and defined, but to the process by which programs intended for problem resolution -- the problem, of course, never defined by those deemed to possess it -- somehow manage to evade the collaborative efforts of those most likely to be affected by such programs.

There is a need for quality child care and early childhood education programs. But has enough attention been paid to the workings of environmental systems external to and impinging on the Black community? I refer to systems occupied by, defined by, and controlled by White people -- systems that function toward the Black community in such a way as to continually create and maintain the need for survival-oriented child care, adolescent care, adult care, and education from cradle to grave. Will the CDA program be another model for what should be while not really doing too much to alter the relationships between a low-powered Black community and a high-powered White community?

If my understanding is correct, Black professionals were the last to hear about training funds for CDA programs. My own experience as a Project Follow Through sponsor makes me wonder whether the peculiar network of information, that always alerts people who are non-Blacks to devise and implement programs for Black people is not at work in the CDA program. Why is it, I wonder, that Black communities are not more aware of the CDA program as well as those other programs that are practiced upon rather than collaboratively developed by Black communities?

You see, if we define resources as any kind of information that enables a given task to be worked upon, one might ask whether some of the existing community-initiated programs throughout the national Black community that impact upon child care and early childhood development have been funded under the CDA program. Have these programs been part of the information network that allowed competencies to be developed and training models funded before bringing Black people in to post-mortem the bones of already developed programs?

The entire question of the decision-making process really capsulizes the overall issue of social, psychological, and political implications of the CDA program in the Black community. Not only does the decision-making process

place Black people in a reactive posture -- it also fails to bring about any meaningful change in those environmental systems which impact upon the Black community. Black children live in the home and the neighborhood; they are affected by the behaviors of such environmental systems as political, economic, police, medical, legal, vocational, welfare -- systems controlled not by Black people, but always messing with Black people's minds. Why do we not see programs intended to bring about meaningful change in these systems? Given the condition of the majority of Black people -- and make no mistake, all of us are in a frightfully subordinate position -- there is an immediate need for some kind of humanizing developmental program that helps White people to confront and deal positively and effectively with their fears of Black people.

As Black people, we have a particular kind of illumination within our darkness that disturbs White people. I think that illumination is basically humanistic in its orientation, posing a different kind of lived world with rhythms that affirm rather than deny life. Thus, our presence in the CDA program, tardy though it might be, will be a humanizing presence. We will innovate in such a way as to make CDA far more than its conceptualizers ever imagined. After all, Black professionals are Black people, experienced in being part of a broad base of folk-loving people. We seek to make information a resource for our psychological, social, and political needs. And the change that we're about developing and implementing will be for the many, not just for those whose livelihood depends upon a constant flirtation with neighborhoods other than their own.

I have tried to be brief in talking about social and psychological implications of the CDA program for Black communities, even while recognizing that social and psychological implications always rest upon political realities. I am still disturbed over what I see as a continuation of an ancient curriculum for Black people. I do, however, see the chance for the CDA program to become part of a change program that can fit into ongoing change programs that Black people themselves find meaningful. You see, we will be leaders in determining and implementing our own destinies. Perhaps we will be the first Americans to accomplish this.

A PROFILE OF THE CDA CANDIDATE IN THE BLACK COMMUNITY

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In any society -- primitive or modern, urban or rural -- individuals encounter a series of gates as they move through the life cycle. And, at each encounter, the decision between in and out is made by the gatekeeper. It may be a foregone conclusion -- a ritualistic decision; it may be one that is determined by tradition; it may be the whimsical result of a powerful and capricious individual.

It is also possible for such decisions to be made according to formal rules and criteria -- or for that matter, according to informal rules and criteria.

As a society becomes more urbanized, more impersonal, more specialized, more governed by formal rules, so does the gatekeeping process and the gatekeeper himself. (Modification of Lewin's 1947 use of the term gatekeeping.)

At the present time in Seattle many persons are employed as paraprofessionals such as service aides, teaching aides, health aides, parent aides, etc. Under the guidelines of the various programs which fund the salaries of many of those paraprofessionals, there are statements that obligate the employer to provide career development opportunities to all those who desire career advancement.

There is one problem, however, that is not unique only to Seattle, but to most programs around the country, and that is MONEY.

The topic assigned to me was a profile of the CDA candidates. While undertaking this task, it became apparent to me that I could write about a vast number of candidates; but time and prudence won't allow me, so I've decided to single out three individuals: two females and one male.

The first candidate is Joyce Brown, a 37-year-old Service Aide. Mrs. Brown has two teenagers and one pre-school aged son. Prior to her involvement in Head Start, Mrs. Brown worked as a drug clerk, a cocktail waitress and a bartender. In 1969 her four-year-old child was recruited by the parent coordinator of the local Head Start program. Mrs. Brown volunteered her services twice a week and admitted that for the first time in her life, since childhood, she had found a place she enjoyed. On January 3, 1970, she was hired in the program as an aide. For the first time in her life, she was involved in a job that she really enjoyed; that being the involvement with kids.

She inquired about career development only to find there were no funds available for school -- just in-service training. Portioning off parts of her salary, she enrolled in the local community college and received six credits while maintaining a 3.2 grade point average. In June the program closed down and Mrs. Brown was without salary. Still determined, she applied and received a scholarship through the Family Life Department of the community college.

In September, 1970, she became part of the classified staff which entitled her to a year-round-salary of $370.00 per month. Mrs. Brown enrolled in classes in the fall quarter in the evenings, and continued to perform very well in her academic environment as well as in her practical daily experiences on the job.

In June, 1971, there were no longer funds available through the Family Life Department. As a result, all cost had to be incurred by Mrs. Brown.

As of September 1, 1972, Mrs. Brown has accumulated 45 credits while maintaining a 2.9 overall grade point average. Her position within the system remains constant because of overriding school policies governing certification.

In the three and a half years she has been employed, she has been exposed to two different teachers. Many times Mrs. Brown has taken over the class when the regular teacher has been absent, and her evaluations have been outstanding.

Mrs. Brown is now faced with the decision of "Where do I go from here?" She has to work to keep her family going; but she knows that in order to advance, she has to have a degree. All of a sudden it becomes a reality that experience and some education is not enough, but she couldn't sacrifice her family for her own personal education.

The second CDA candidate is Marie Floyd, a 25-year-old divorcee and the mother of two girls. Marie first became interested in child care when she heard a friend of hers discuss the uniqueness of the program. Having one child in kindergartenand the other at home, Marie decided to look into the possibilities of enrolling her daughter in the program. After volunteering three days a week for one year, she began to develop a better understanding of how young children grow and develop. At the beginning of the next fiscal year, an opening became available in the program. After a thorough screening process, Marie was hired for the position of teacher aide. Prior to working for Head Start, Marie worked on several odd jobs and received child care payments from her ex-husband in order to make ends meet. Marie, determined not to go on welfare, was bent on providing the best possible life for her girls.

She became enthusiastic about the child care program and all of its possibilities. She carried out the same activities at home with her girls that she had learned at the school during the day. Marie attended every training session possible. She listened very carefully, took good notes,and asked questions constantly of consultants.

After working in the program for one year, Marie decided child development was the right profession for her. Immediately, she pursued related child development courses through the local community college.

Marie worked hard reading everything she could get her hands on relating to child development -- mixing theory, native intelligence, training and educational course work. She soon became a teacher in the program. At the beginning of her third year in the program, her supervisor evaluated her performance and encouraged Marie to continue her education in order to move up the career lattice developed by their agency board.

Marie has completed one and a half years of course work in early childhood development, but feels that she has neglected the needs of her own children while pursuing a career.

The most discouraging thing to Marie is the lack of practical experience on the part of college graduates who continually come into the program and receive the best paying jobs at the expense of aides already employed.

The third CDA candidate is Clyde Johnson, a 25-year-old Viet Nam veteran. Clyde has been with the day care program for one year. While in the military, he served as a corpsman on the battlefield. After being discharged, he decided to work with young children in order to help prepare them for that unsympathetic monster called school.

He's understanding, tender and loving with the kids; but able to be a stern figure when it's needed. He often tells the kids to "get it together." He works on instinct and is usually very effective. He wants kids to learn to reason things out, and makes a point of asking them why they do things. Then, if possible, he works out a compromise between what he wants to do and what they want to do. Clyde started out as a health aide but later decided he would like to become a teacher.

Immediately, he enrolled in a series of child development courses -- some paid for by the center and others paid for by himself -- to prepare him for that position. After working for a year and a half in the program, he was promoted to teacher. Clyde now has 40 college units in early childhood development, and would love to get his A.A. degree a year from now. After that he plans to play it by ear depending on the availability of funds.

Clyde isn't a stern disciplinarian; yet his presence does contribute to order when needed. Most importantly, in addition to his warm contact with kids, he presents a strong idea in terms of pride, creativity, appearance, etc.

In an interview with Clyde, he summed up his feelings in the following statement: "For me these children represent the future of Seattle, the future of the State of Washington, the U.S.A., and most important the future of the world. They are the means by which we who work with and serve them can prove by deeds rather than by words that there is only one race -- the human race -- that we are in reality the 'fruits of one tree, the flowers of just one garden.' For these reasons I consider it a bounty beyond measurement to be of service to them ... and that to invest in them is the most meaningful manner in which we 'adults' can invest in the future."

The above mentioned candidates are representative of many blacks standing at the gates; what will the gatekeeper decide?

IMPLICATIONS OF CDA ON SUPPLEMENTARY TRAINING

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When Project Head Start programs operated only as summer programs, the most effective primary teachers were selected, along with paid-parent workers and parent volunteers. They were given training during pre-summer school sessions and then employed during eight-week sessions. These summer sessions seemed to have held great promise for the education of disadvantaged children. However, when Head Start programs became year-round, many teachers did not choose to leave their regular employment to accept what they thought to be temporary employment with the Head Start program. This left personnel, who in most instances were untrained, as teachers of young children. Nevertheless, the programs were now established and "teachers" had to be supplied for the classes. It was soon learned that the purpose of Head Start was being aborted with the use of untrained personnel. Such stop-gap training programs as in-service workshops and institutes were held in order to provide much needed remedial training to more effectively teach the young child. Soon Supplementary Training programs for uncertified Head Start workers were funded. Although only a limited number of the total Head Start workers could be accommodated by the Supplementary Training program, the impact was tremendous as the following statistics reveal:

The 75 trainees from Chambers-Tallapoosa, Lee, Macon and Montgomery Counties enrolled at Tuskegee Institute worked with over 7000 children during their four years in the Supplementary Training program. Further, they have worked with over 9000 (9283) parents of these children. They feel that they have been able to help these parents to understand their children better by having had the opportunities the program provided. Noticeable improvement in the language arts is evident in the communication skills of the trainees. They feel that their own lives have been enriched by the various experiences provided for them to visit outstanding Head Start classes, and other innovative programs for young children in Alabama, Georgia and Florida.

Like their counterparts in regular college classes, these trainees are the victims of years and years of poor teaching, lack of opportunities to participate in cultural activities which could have added enrichment to their lives, and associations which might have helped to erase some of the effects of substandard living.

Unlike their counterparts, they brought to their instructors years of experiences in working with children -- their own as well as those they have worked with in classrooms, and a very high degree of motivation for learning. Initially, they were offered the opportunity to enroll in college for at least 60 semester hours of college work leading to the Associate of Arts degree or the Bachelor's degree depending on the level at which they entered the program.

Of those who began Supplementary Training at Tuskegee Institute in 1967-68, two have gone on their own and received the Master's degree in guidance and counseling during the 1971-72 and 1973 school years, and eight are within reach of the 60 semester hours. At least 20 of our trainees want to pursue the Bachelor's degree in early childhood education. We have checked out all possible avenues for securing financial assistance for them, but as slow as taking 12 semester hours a year is, even this amount of aid is seemingly non-existent. We are greatly concerned about the future of our participants in Supplementary Training at this point. In talking over the situation with my counterpart in Florida, the same kind of concern is evident and these questions surface:

If the Child Development Associate program replaces Head Start Supplementary Training in fiscal year 1974, what assistance will be given to those trainees in Supplementary Training who are nearing completion of their degrees to continue their college work? Will stipends be provided for them? Will support and encouragement be provided for others who are classroom-oriented to move up on the career lattices in their local programs?

How will the CDA program differ from that of Supplementary Training for those who are job-oriented? While the trainees were busy earning college credits for their course work in the program, greater emphasis was placed on improving their "on-the-job performance." Each semester they enrolled for one course in the basic college or general education program and one course chosen from the specialization area of early childhood education. Instructors were chosen with great care for these classes. When the courses required it, they visited the trainees' classes in an effort to relate college classroom experiences to those of the trainees' work experiences.

Any CDA program which I can envision would have much the same format as the one we have followed in Supplementary Training with exception perhaps that it would be performance-based. By this I mean instead of planning a program for CDA's around existing catalogue courses, it would be planned around competencies established as priority for CDA's. Even these competencies will have to be interpreted in terms of credit hours when CDA's seek admission into colleges where performance-based criteria is not used for credit or certification.

With the increase in day care programs over the country, I can foresee the need for many types of programs for training teachers and other personnel workers for these programs for young children. There is need for supervisory personnel, social workers, nurses and nurses' aides and nutritionists. What better source could be tapped than the trainees in Supplementary Training who have come up through the ranks from Head Start aides to the supervisory level.

It is our hope that the Supplementary Training program will not be scrapped at this point. Maybe these trainees could be used as teachers in training sites for training of CDA's and given stipends and credit for this responsibility. Should Tuskegee Institute be considered for a CDA grant, I can envision a great opportunity for weaving the two programs together.

COMPETENCY-BASED TRAINING AND TEACHER EDUCATION IN THE BLACK COLLEGE

by: Phyllis Greenhouse, Dean
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Pine Bluff

The performance-based (competency-based) concept of teacher education is not a new concept by any means. However, like so many educational concepts, perhaps its time has arrived. Apparently dissatisfaction with present educational practices in the preparation of teachers has hastened the interest in redesigning the curriculum in teacher education to provide for more competency-based activities.

Because my experience in teacher education is home economics-based, from time to time, some references will be made specifically toward the home economics program. I am delighted, for home economics earmarks, rather specifically, your main concern here today -- that of successful child development. Home economics, while not being the only discipline concerned with aspects of the family, is the only discipline which is concerned only with the improvement of aspects of family living. Factors relating to the family provide the background for the necessary components of good child growth and development.

We cannot overlook the fact that competency in a teacher's subject matter field is a part of and dependent upon other areas such as the biological and behavioral sciences, general education and so forth. It is further recognized that performance-based decision processes, as well as performanced-based technical subject matter activities, are important in teacher preparation.

Our traditionally well-ordered curriculum, with accompanying field experiences for the most part concentrated in the student teaching semester, is no longer adequate to meet the needs and challenges of this fast-changing society. The needs and challenges of this society must be met with the reality of meeting its real problems with experiences far beyond what has been offered in the past.

We cannot afford to wait until the student teaching semester before a student is exposed to field experiences. Field experiences must also accompany our many technical courses before they can have meaning in a student-teaching semester. This is necessary before these experiences can have meaning and know-how in a pre-service total experience.

Competency-based education is "catching on" in colleges throughout the country. In these programs some general features are apparent. Desired teaching behaviors are specified in a self-pace package, and a demonstration of proficiency is needed before credit is awarded. Realistic and cooperatively determined objectives are included. There are questions to be answered, required and optional learning activities are included, as are evaluations which vary a great deal in content. These must be judiciously made.

For many years we have spoken of individualized education, but have we actually done mere lip service to the individualization of teacher preparation?

Our program in teacher-education requires a generalist background in home economics. This requirement is significant with regard to child development, because most all phases of the general requirements relate in one way or another to the proper development of children as a vital part of the family. These include setting forth the proper emotional environment in families even before children are brought into the family -- the psychological, sociological, and physical aspects of the environment; physical care of children; the type of family orientations and the consequences of each; proper nutrition; clothing; cultural differences and housing. Presently at the University of Arkansas at Pine Bluff we are involved in a study to try to determine how, if at all, the housing environment effects school performance and the personal characteristics of students. Analysis of the data has been completed, but one fact sticks out like a sore thumb -- housing scores for these students in a predominantly rural state of a predominantly Black college were consistently low.

It has been recognized for a long time by those of us charged with the preparation of teachers that competency does not result from possession of great quantities of knowledge. That is, the mere possession of knowledge might not be adequate or functionally operative at the appropriate time. We should consider competency as patterned behavior --a pattern of general action which tends by and large to repeat itself as similar situations arise. This applies adjustibility which can be possible only if the student has the provisions in which this attribute can be tested and measured.

In prospective, it is envisioned that a competency-based teacher education program can be developed for training teachers on the site where the action is. The action is in the community, perhaps a child development center, a Head Start program, or a family counseling situation. If the competency desired is in the area of student motivation, the performance would need to be where there are individuals who need motivating, and where they are being motivated and so on.

The competency-based teacher education program should serve as a focal point, the interaction of the university, local educational agencies, all the vital resources of the community and the State Department of Education in specifying those teaching competencies needed to create and sustain innovative practices and experiences which prove effective. The performance-based teacher education program is not intended to promote piecemeal innovations, but rather to establish a systematic innovating process which correlates teacher education with the introduction of curriculums and educational practices.

The predominantly Black college has historically been handicapped and restricted to limited experiences and resources primarily for three reasons. In order of their importance -- 1. MONEY; 2. MONEY; 3. MONEY.

The Black college today (in our integrated society) has yet to overcome the scars suffered through years of deprivation. While the National Council for the Accreditation of Teacher Education is endeavoring to prove to the world that students enrolled in teacher education are somewhat superior to students in other disciplines, Black college teacher educators are becoming more frustrated because they know that this is simply not necessarily so. Because of years of inferior education in the "separate but equal" schools of the south, the teacher education student on the whole is not ready for the kind of performance required. He is remedial in English, math, reading, etc. and the enthusiastic administrators must spend the already insufficient resources to bridge these gaps in the fundamentals.

The optimistic administrator of the predominantly Black institution must also try to bridge the cultural gaps in its students by trying to improve living facilities and provide cultural enrichment programs.

The faculty of the predominantly Black institution must face the possibility that use of community resources may be denied him in facilitating his experience-centered program. If these resource centers are not available he is denied the practical experiences which are so important.

Research is vital if educators are to be innovative in the quest for new knowledge. Few predominantly Black colleges have adequate budgets for research. Fortunately, the United States Department of Agriculture currently is making research money available to the 1890 Land Grant Colleges, which permits the kind of research experiences so necessary for keeping abreast of vital changes in this country.

The predominantly Black college for the most part is unable to provide the campus-based materials,and library holding, and other resources vital to the program which has been outlined here.

With regard to the program which the Consortium is addressing, one vital element which concerns me is the need for a comprehensive evaluation of personal factors in the recruitment of persons who can profit from its training program. My concern about this aspect of the program is due to the fact that time does not permit the training in the behavioral sciences which are so vital for dealing with programs of this nature.

EVALUATIVE CRITERIA FOR ASSESSMENT IN EARLY CHILDHOOD EDUCATION AND CHILD DEVELOPMENT ASSOCIATES PROGRAMS

by: Asa G. Hilliard, Dean
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Evaluation or assessment, like most other magic words in our jargon, carry arbitrary and often non-specific meanings which are unique to the user. I am sure that there is nothing earthshaking about this notion. However, this condition contributes to many of the difficulties which are obtained when the results of what may loosely be called an evaluation is used as a basis for making programmatic judgments. Evaluation is not the innocuous after-thought in funded programs. It is the invisible partner who is present in every phase of the programming process. Silent and unseen, it may cease to become a handmaiden and blossom forth as a belated director.

In thinking what would be most appropriate for our consideration here, it seemed that two general concerns would serve as a focus. First, the notion of assessment as a concept needs to be shaped so that the issues around criteria for assessment programs can be joined as they apply particularly to Black early childhood education programs. Second, the area of strategies for insuring the implementation of the best that we know about assessment needs to be breached. Let's harness assessment and keep it in perspective!

A Mini Anatomy of the Assessment Process

Most well-funded programs require some kind of "evaluation" or assessment. Black-oriented programs in early childhood are almost always victimized by what passes for evaluation. You may be familiar with some of the ways in which this victimization occurs. Consider the following:

1. Most evaluation models consist of pre- and post-measures of some kind. To the extent that this is the total model, important process features are missed and "growth" or "success" is defined by the instrument used.

2. For most of the important objectives, there are no adequate instruments for measurement. Legitimacy is generally increased for the measured objectives and decreased for the others.

3. Traditional experimental designs and statistical manipulative techniques which are known to and often favored by "evaluators" tend to shape programs rather than being adapted to programs.

4. Especially in the case of agencies which fund on a large scale, there is a distinct preference for common information which can be collected across programs, the effect of which is to suppress attention to the very uniqueness which may make real differences.

5. The things which are required to develop credibility as an evaluator tend to be narrow and tend to exclude those who have the most important things to say about projects. Excellence in systematic inquiry, and experimental methodology in the abstract are not THE needs, but simply SOME needs. There are gross failures for the methodologists when they fail to connect with those who have deep and intimate insight.

6. Professionals and laymen alike tend to be awed by data from assessment and procedural hocus pocus, and participate in the mystical delusion that all is well which appears crisp and ordered. Life itself is messy, uneven, approximate, and somewhat erratic, even when the figures make it appear to be otherwise.

7. Evaluation which is simply for the purpose of monitoring, go-no-go decision-making, or punishment is unworthy of the name.

When these and other factors are operating, programs are seldom served.

In attempting to nail down a meaningful definition of assessment which will facilitate rather than impede program development, it is necessary to define the uses of that assessment in service oriented terms. The use to which the evaluation results will be put has an effect upon program operation. That being the case, the use of assessment should be as follows:

1. Data to be developed and used for <u>feedback</u> for:

   a. staff development and improvement;
   b. program development and improvement;
   c. diagnostic information about the children served;
   d. establishing realistic normative referents for Black children.

   Data <u>not</u> to be developed for:

   a. decision to pass or fail pupils;
   b. program comparison.

2. Data developed to communicate accurately about successful programs, with a view towards identification of program elements which can be shared.

The approach mentioned above raises serious questions about the well-funded nationwide programs which tend to develop or perpetuate racism or which generate tendencies toward program homogeneity in the direction of narrow and sterile measurement goals.

Assessment can be considered too in terms of the unique child or CDA candidate. Especially at the early childhood age, development proceeds idiosyncratically. Of n dimensions, a given child may be working only upon numbers 4, 8, 15, 46, 104, etc., while for another child a totally different pattern would be seen. From experimental work in cognitive development, for example, we know that certain things are sequential and that they come at different times for different children. A relevant curriculum for children who are all moving with different emphases at any given time, is one which enables them to put whatever they are working on into practice in a rich educational environment. A child is not "behind" if he is doing number 6 and not number 9, whatever they may be. He is where he is, intellectually, socially and emotionally.

The teacher has to know where he is and to work with him accordingly. Taking this concept and applying it to the area of teacher assessment, we find the following. It is crucial to assess the extent to which the teacher training candidate accurately describes or diagnoses the child as he or she progresses. Similarly, it is crucial to recognize the fact that the CDA candidate exhibits the same uneven development and may respond uniquely to the school situation. Assessment is useful then only when it helps to determine the unique configuration of a child's or a CDA's task pattern.

With this brief attention to the concept of assessment, we can now turn to the question of strategies for protecting the Black child or CDA candidate from victimization by assessment, and ways in which assessment can be used to enhance his experience.

Strategies for Implementing a Proper Assessment

How can we insure that the right people do assessments and that the results are useful? The following things should be built into all assessment plans for early childhood programs where Black children are concerned.

1. Assessment which is unique to a particular program should be required of the local staff and should include at least the following:

   a. Plan to assess the knowledge of the teacher about his or her pupils' cognitive, affective and psycho-motor development. These results will permit the identification of those teachers who have no empathy or concern for individual children, and will help to highlight the value of same for all other teachers.

   b. Plan to assess the range of things which each child has the opportunity to experience, and to know of the details of those experiences. This will protect children against the abuses of open-classroom type learning environments. The aim is not to prevent teachers from utilizing such an approach, but to insure that it is truly utilized for the benefit of the child and not as a "cop-out" for the teacher.

   c. Plan to assess children's feelings about the total learning environment.

   d. Plan to assess the perceptions and level of satisfaction of parents regarding program elements, and plan to assess parental understanding of program elements. This is an indicator of parent integration or alienation in relationships to the program.

2. SAMPLES only of children's performances should be taken to satisfy the requirement of funding agencies for a common data base. The availability of identical information on every child tends to invite insidious comparisons and focus attention upon limited educational objectives. Pre- and post-test activities can be used as necessary if restricted to sampling data.

3. No assessment program for projects which serve Black children primarily should be done by evaluators who have not demonstrated their competence beyond formal evaluation techniques and/or experiences with the mainstream of American culture. The competencies of the evaluators must include the following:

   a. Intimate familiarity with the culture and life style of the children served.

   b. Demonstrated ability to communicate with children and their parents in this particular culture.

   c. Evidence of freedom from the deficit model of thinking about Black people -- particular attention should be paid to any past reports or publications which would show same, or other bias regarding Black people.

   d. Successful experience as a teacher.

The general strategy which should be used in planning for assessment or in approving assessment plans should be to minimize reliance upon the following:

1. Narrowly mechanistic materials for measurement and research design;

2. Alien evaluators;

3. Limited concepts of evaluation or assessment, particularly those which fail to utilize parents, pupils and local professionals.

THE ROLE OF THE COMMUNITY CHILD DEVELOPMENT CENTER AND THE CDA

by: Frieda R. Mitchell, Director
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Recognition on the part of poor Black parents in South Carolina of the fact of deprivation and the educational and social needs of their children has logically led to the preschool movement. These needs were crystalized during the late sixties when desegregation of public education became a reality across the Deep South. The "disadvantaged" child was pointed out as a "misfit" in many public school systems because of his inability to keep up with his peers who came from a different economic background. The problems that have resulted because of this transition have created a barrier to learning and prohibit the developmental process, even at the elementary level. These problems have led to drop-outs, thrown-outs and push-outs of poor children in the South, ninety-nine percent of whom are Black.

In many rural and small town communities throughout the South, low-income families, because of the awareness of a need to expand their children's educational opportunities, have taken upon themselves the task of operating community child care centers. These parents are seeking to prepare their children to enter the educational system at an early age. The public educational system has not totally embraced the concept of early childhood education; therefore, these parents and community people are faced with a problem that they are committed to resolve without financial or technical assistance from the professional community. In addition to the services mentioned, the child care centers also provide a high nutritional feeding program. This phase of the program compensates for the inadequate diet that most of the children get at home, another barrier to learning and development.

Operators of community child development centers realize that they are unable to provide or purchase adequate services that would result in high quality child care; however, they have realized that there is a job to be done. Out of desperation they have come together to begin to work out solutions.

In an effort to assist the community child care operators in South Carolina, Penn Community Services, the oldest social service agency in the United States, developed a technical support and advice program for community child care operators serving poor rural and small town families in South Carolina. We also assist new groups in setting up child care centers when the needs and desires are expressed by a community. One of the biggest problems second to the lack of funds for community operators is the lack of trained personnel. Because of limited funds available to us for this purpose, we have been able to barely "scratch the surface" in the area of staff training.

It was hoped that once these problems were identified, state, local and federal funds would be made available to community groups; however, this has not been the case. There are those in government, as well as in the academic community who believe that parents are not capable of determining what they want for their children. They have been systematically excluded on the decision-making level in programs designed to improve the educational achievement of their children.

We know that this is a fallacy but are unable to this point to convince those in authority that this is wrong.

Staffing of Community Child Care Centers and the CDA

We have already identified the problem of personnel as being the second in rank of problems facing the community child care operators. Without definite funds available to them, community operators are unable to hire trained personnel. Even if sufficient funds were available, we are not sure that the calibre of teachers and aides could be recruited within the community. We therefore whole-heartedly embrace the concept of the Child Development Associate program; however, we do not feel that the competencies should limit the CDA to doing only classroom work. A CDA hired in any preschool program should be trained in such a way that would enable her to perform a variety of roles. She should certainly be able to go into a bad situation and transform it without alienating herself as the "trained professional." If the CDA is going to improve the quality of community child care centers, she must be able to transmit her knowledge and skills to others who have not gone through the CDA program. She must not be limited to just being responsible for one group of children if there is a need to go beyond that point. In most cases where community people operate child development centers, a CDA would perhaps need to assume the role of center director. Does the Consortium plan to assist CDA's further than the period of the maximum two years? What about a CDA with outstanding abilities? Is she going to be able to advance up the career ladder? Will credentialing provide for a CDA to be hired as a center director if during the process of assessment it is determined that she has the capabilities?

The CDA must be able to evaluate the physical facility, the staff and the program in order to make recommendations to community boards for upgrading and improving the centers. In all probability, she will be the only person in the community child care center with the type of training that would enable her to make this evaluation.

It is assumed that many of the CDA's will come from existing community child care centers. This will mean that they have not had the opportunity to connect themselves with colleges or universities and will be virtually unknown at the end of their training. Does the Consortium plan to make contacts with State Departments of Education and identify the CDA's? How will the Consortium assist CDA's in further training, refresher training, placements, advancement? Many questions which I have raised I am sure have been discussed among Consortium staff, Board members and others who have designed the program. However, we wanted to express our opinions, since we were given the opportunity to do so.

State Federations and the CDA Program

Several states in the South have organized federations of community-operated child care centers. Like the child development centers, these federations are either understaffed or unstaffed; however, they are going about the business of trying to give assistance to struggling child care centers in whatever ways they can.

State federations are organized in the following states: South Carolina, North Carolina, Georgia, Alabama and Mississippi. We feel that state federations can and should play a major role in the CDA program, since jointly they

represent the largest number of preschool children being served of any other early childhood program. For instance, in South Carolina Head Start is very limited and serves only a small number of children. The kindergarten programs in the public school system are limited also because of the lack of funds and/or interest in early childhood education.

We feel that state federations may be utilized by CDA programs in the following ways:

1. assist in the recruitment processes;

2. provide on-site experience for trainees;

3. assist with placements.

We would like to express our willingness and eagerness to work along with the Consortium and the CDA program in any way that can be helpful. We would also like to re-emphasize the importance of total involvement of parents and community groups, which is beginning to become a cliche rather than a reality. Our conviction is that parents know what is best for their children and will identify those needs if they find an audience that is willing to listen and respond.

TRANSLATING BLACK EXPERIENCE THEORY INTO PRACTICE AS IT RELATES TO TRAINING

by: Glendora Patterson, MSW
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There is a need for trainers to recognize and understand the manifestations of the Black Experience in order to facilitate optimal performance of child development workers in relation to Black children. It is also necessary to understand the nature of oppression which can stultify growth both in trainees and the children with whom they work.

For ten years or more I have supervised and trained Black professionals and para-professionals within dominant-culture service delivery systems, including a Public Welfare setting.

Although until recently little was conceptualized about the Black Experience as a dynamic in staff training, I have been consistently conscious over the years of the fact that training and evaluative systems in which I participated, took little or no account of the real but unrecognized potential, strengths and understandings which Black staff brought to service delivery systems. It became increasingly apparent to me that we were training Black workers to relate to Black families, as in the welfare setting, in ways which denied both their understanding of their own Black situation and that of their clients.

In that sense, we were casting Black workers into roles oppressive both of themselves and of Black consumers of services. Instead of educating Black families to know why they were in such predicaments, and how they might work to change their circumstances...to recognize, respect and utilize their strengths as Blacks, Black staff were taught to encourage our families to accept their circumstances and their feelings of themselves as unfulfilled and unproductive. Our workers unconsciously measured the quality of their clients' lives according to dominant culture models, labeling the Black family weak and divided.

For the purposes of this discussion, I submit that the situation to which I have referred could be perpetuated in our training programs for child development, at least as it pertains to Black trainees and to Black children. In effect, when we as Black people are unaware or unconscious of dynamics of oppression in ourselves, or have not been helped to recognize and utilize them in our own performance, we minimize our effectiveness both as role models and as change agents. We must understand and relate to the uniqueness of both trainees and children from a Black perspective, and we must recognize and make use of this uniqueness as having a major impact upon role modeling for Black children.

Politically speaking, Blacks have been described by such recognized authorities as Grier, Cobbs, Poussaint, Kenneth Clark, et al., as angry, potentially explosive, having a pervasive sense of powerlessness, but nevertheless often apathetic. However you describe the underlying dynamics and resultant behavior brought about by oppression, what we see in many staff is not the anger (which if it were conscious or tapped could be an effective mobilizing force) but

rather such surface behavior as lack of constancy of commitment, less-than-expected or anticipated quality of performance, and inconsistency of enthusiasm for creative, productive and sustained work habits.

Take the situation of Mrs. T, a Black woman, age 38, mother of six children, who took a housekeeping position at the child care center where I work as director of an all-Black staff. With no recognized paper credentials or "union cards," as staff call them, she felt "unqualified" to apply for a different position. Although she had excellent housekeeping skills, her performance was uneven. She was unproductive, often absent, late, short-tempered, in conflict with other staff. There seemed to be an unconscious recognition of Mrs. T's difficulties among the rest of the staff as somehow reflecting a "Black" syndrome, for they consistently felt and acted "put off" by these actions and attitudes. We observed, however, that her attitude was more positive on those occasions when she could spend time with the children.

When a child care worker position was available later in the year, it was offered to Mrs. T. Striking shifts were noted in her attitude, appearance, sensitivity to Black perspective, productivity in general. Although unevenness is still apparent in Mrs. T's performance in relation to her capacities, much growth has occurred. Much time is spent with her and other staff, encouraging openness with children and peers. We try to tap her experiences with raising six children, and being one of ten children herself. We take into account her strong religious convictions. Time goes into working through her culturally-determined attitudes about disciplining the children and her feelings about relating to other Blacks in authority positions. Demonstrations of growth are expected and given due recognition.

In training for competence, we must take steps to attend to such adaptive patterns as these, which interfere with the expression or utilization of some of the rich qualities and potential we know to exist in the Black people who work with our children. Otherwise, as implied earlier, we continue in danger of perpetuation of so-called under-performance and weakened role modeling which can impede achievement of objectives both in training and ultimately in Black child development.

Recognizing these realities, the Parent-Infant Neighborhood Center, a demonstration project which I direct, has put together a proposal for the co-training of non-professional staff and parents.

The training program was designed for Black staff and parents who would be working primarily with Black children.

I would like to share a few of the concepts from that proposal, developed with the collaboration of a Black mental health professional, to effect commitment and competence in the trainee group working with our children.

We agreed that training must take into consideration those qualities and strengths so characteristic of the Black experience; must reflect the concern to develop environmental supports and models such as Black male child development workers and cultural symbols of our African heritage that reflect our priorities and must individualize and nurture the potential of the trainees.

I now quote from our proposal:

"Training should emphasize the promotion and development of a sense of self-awareness, appropriate self-esteem and competence/success on the part of trainees.

Trainees should be provided with:

a. Competent role models whose interaction with trainees radiates an atmosphere of mutual respect and trust.

b. Opportunities for group and individual sessions in which insecurities and self-doubts can be dealt with openly and frankly. Opportunities for self expression, demonstration of interest and abilities, and opportunities for success should be many and varied.

c. Promotion of intellectual understanding and emotional awareness of the socio-cultural factors contributing to their doubts.

d. Emphasis on the value of the Black experience as a basis for understanding and promoting an environment conducive to growth and self-expression.

e. Development of knowledge and skills necessary to become competent, proud human beings."

The emphasis of this paper on reworking the dynamics of "Blackness" in training adults as child development workers implies the imperative necessity for a specific, conscious Black perspective in child development theory and practice.

IS COMPETENCY SYNONYMOUS WITH PROFICIENCY?

by: Evangeline H. Ward
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I am concerned about the possible mediocrity that may result from attempts to define competence. Without really knowing what may emerge, let me share some ideas which have occurred to me as I have attempted to pursue the issue inherent in this question.

Competency may be examined in terms of understandings and knowledge, skills and products. All of these suggest a possible spectrum of functioning ranging from average to skilled performances. Proficiency suggests the latter: something more than the average -- an increased component of effectiveness -- a higher level -- a greater level of expertise -- more than the ordinary or usual.

Competency may be the adequate; it may be the traditional "C" grade -- the average -- the "good enough." Proficiency could be the "above average" -- the "B" or above. Implicit in my sense of attempting to distinguish between these two concepts is "that extra effort" -- "that additional spurt." A useful analogy here is the extra kick or stride in competitive sports. It is the second wind necessary to make a winner. Proficiency is moving very slowly but steadily in the pack until the last lap of the race -- then capitalizing on the reserve strength you knew you could depend on all along. It is there for use when you need it; you know it is there -- you deliberately hold it in readiness. Then you call it up -- dig it out and apply its value according to its appropriateness for the occasion. It is the extra mile one is willing to go.

It seems to me that this is the distinction concerning proficiency. This, it appears, is what is necessary to preserve and protect the minds of young Black children. This extra strength, this deliberate effort in whatever form, is what we want in human beings who will be credentialed to work with the young Black child. This extra understanding and caring, knowledge and skill is essential for the human environment with which young Black children are to be surrounded. In an even less easily definable way, that extra something is an attitude that demonstrates the very special things which deepen the Black child's hold on himself, his family and their value system here and now in the present -- but based on the recognizable pride in the truths about how Black people were able to surve <u>at all</u> in this system.

Being proficient requires being deliberately adept -- deliberately "better than": Competence alone can imply a minimal level of functioning that disturbs me. It reminds me of the kind of trap into which we fall when something finally becomes law. Too frequently we are lulled into thinking that everyone will now comply. Thinking through these ideas sensitized me to how difficult it is to get a set of standards for programs for young children -- only to have many oppose them because they are viewed as too high. The truth of the matter is that they are barely minimal at best. They simply not only are not good enough, but then they were never intended to be. They were developed for some amorphous human "average." I find it difficult to

see our Black children thrown into such an "average" kind of environment. They need far more than that; they deserve better than we even know now how to provide. In searching for ways to come to grips with this question, one definition of competence was revealed as: sufficient means for a modest livelihood; legal capability; permissible. All that the law allows.

I had to ask myself: "for our Black children? Is 'sufficient' enough? Can Black children thrive on an 'adequate' developmental program?" My answer is obviously: "Not good enough!" Some feel that minimal competence is better than none. Maybe. If it is true that proficiency is the extra effort, attitude, knowledge and skill needed by CDA's who work with Black children, then my vote has to be cast for proficiency.

Let me illustrate with Competency #5.a.:

> Incorporate important elements of the cultural backgrounds of the families served, food, language, music, holidays, etc., into the children's program in order to offer them continuity between home and center settings at this early stage of development.

If children are absent from the program on Malcolm X's or Martin Luther King's birthday, despite indifference or weak interest on the part of the public in general, the CDA will call attention to this right and privilege. More than this, the experiences which these children have are a part of their lives -- therefore, they are a part of child and family developmental curriculum. The CDA who is proficient reinforces and builds upon these experiences not only for these children but for every child who is under guidance in the program. The opportunity is seized upon before as well as after these occasions by design -- through deliberate action. These opportunities can be observed; they can and should be built into the program. They can be the core.

In the recent National Council on Black Child Development, one participant spoke of how many programs have pictures of Blacks on the walls. She, however, was very bitter that these evidences of "tokenism" were the only indications that the children were exposed to Blackness. She could find no indications that the Black staff went beyond posting the pictures. Proficiency in exploiting positively the Black experience was strangely missing.

Competency #3 states: Build positive self-concept and individual strength(s):

That is a popular goal and very, very complex, at best. For Black children, it indeed requires knowledge, understanding, skill and proficiency. The CDA who will be assessed well in this arena will demonstrate care to each young Black child as both a Black child and a unique human being. This is a higher level -- a more proficient level of functioning and as such should be recognized. The Black experience itself is multiple, diverse and yet unique for each Black individual: child or adult. It is screened through the specialty that defines the particular character, life style and experience of each distinct Black family. The Black experience is truly multi-faceted; it consists of millions of components -- many of which come to light daily as history's strange assorted myths are regularly exploded. Consequently, how each

child and his family view it and how it is encompassed by them is one of the tasks to which a CDA addresses attention constantly. Training programs can hardly ignore them, whether pre-service or in-service. Just as the Black experience cannot be globally described, neither can the programs for Black children be viewed as for "all Black children" as if it is one massive endeavor. The CDA who individualizes both the Black experience and the Black child, in my judgment is proficient -- more than just barely competent.

The so-called "deficit model" for Black children is deplorable. Blackness as a positive demonstration of survival through strength is the proficiency level I can support. Child development programs which view Blackness first from a position of strength will view CDA's in terms of similar strategies.

We have the privilege of insisting on the expectation that the Black experience and its use in staff assessment be a demonstrable component for credentialing. For our young Black children, we must insist on it.

COOPERATION, COMPETITION AND THE EDUCATION OF BLACK CHILDREN

by: Ernest D. Washington
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Almost a decade ago, in 1964, Dale Harris delivered an address to the National Association for the Education of Young Children, on the subject of values. It was a time of enormous social change. John Kennedy had been assassinated the year before. Lyndon Johnson assumed the Presidency and launched a wide range of domestic programs to challenge poverty and want. The civil rights struggle reached the heights of optimism. The war in Vietnam was about to begin its slow escalation. In short there was hope amid discord at home, and a war abroad.

A decade later there has been little improvement in the state of our nation. There is no one who is optimistic about the improvement of relations between the races. There are increasing gaps between the races, the generations, the rich and poor, intellectuals and the masses. President Johnson is now dead and his programs to eliminate poverty are slowly being eliminated. President Nixon was elected with the promise "to bring us together." That goal seems to be beyond his reach, and discord and violence seems to be the order of the day both at home and abroad. Hope and optimism do not seem to be with us any longer. At such times, there is little wonder that everyone begins to question the values that have brought us to this point.

The questions which confront Black people are: What are the appropriate values for us and our children? Are the values of the larger society ones which Black people can adopt uncritically? It almost goes without saying that a seminal cause of the current crises in White America is disagreement about basic values.

The lack of agreement in the larger society has been accurately reflected in the area of early childhood education. I would like to discuss values within the context of the field of early childhood education and how they both interact to affect the lives of Black children.

Within the past decade millions of dollars have been spent to increase basic knowledge and improve the programmatic aspects of early childhood education. Much of these monies have been directed toward the improvement of the education of poor Black children. If one asks "What has been accomplished?" there is general agreement that very little has been. For example, it is difficult to identify any significant changes that have occurred in classrooms that we can attribute to a decade of research. Both those inside and outside of our profession are struggling to determine what our field can accomplish.

I think our current identity crisis stems in large measure from the fact that early childhood education was oversold as a solution to the oppression which is visited on minority children. For example, early education was put forth as accelerating intellectual development, enhancing self-esteem, promoting mature personality development, facilitating social development and a

few other things. Certainly early schooling has some effect on each of these areas; nevertheless, we are no magicians and the single-handed accomplishment of these goals is well beyond the scope of our present knowledge.

Jencks (1972) in his recent analysis of the effects of schooling reminded us that early childhood programs have accomplished little or nothing. Bill Rowrer in his provocative paper entitled "Prime Time for Education, Early Childhood or Adolescence," argues that monies spent on the years before the first grade might be spent more profitably during the adolescent years. Jensen in a continuing stream of publications has argued that compensatory education has been a failure and that Black children in this country may not be able to master certain domains of learning. Hernstein has followed the Jensen argument with the suggestion that the lack of success which has confronted many educational efforts with minorities only reinforce the ordering of individuals and groups on a natural-genetic scale according to their intellectual merits.

What has brought us to this sorry state of affairs? To begin, some misinterpretation of psychological data led us astray. During the middle 1960's almost every writer in the field spent a moment or two quoting either J. McV. Hunt or Benjamin Bloom or often both. The favorite quote from Bloom was, "both the correlational data and the absolute scale of intelligence development make it clear that intelligence is a developing function and that the stability of measured intelligence increases with age. Both types of data suggest that in terms of intelligence measured at age 17, about 50% of the development takes place between conception and age 4, about 30% between ages 4 and 8, and about 20% between ages 8 and 17." (p.88)...Hunt's book, Intelligence and Experience, documents extensive evidence on the plasticity of intelligence. Bloom's statement was often juxtaposed to Hunt's data to argue that large changes in I.Q. scores were possible and perhaps easy. Certainly they were within reach of our expertise.

Black children are now in the process of paying for our mistakes. During the past decade a subtle change also occurred in the areas of social science. In the recent past, social science data gathered dust on library and professional shelves; now the same social science data can have a profound effect on the development of social policy. The turn-around time between publication and social policy is even much too short, given our present state of knowledge and how to use it. This development is now critical given that policy makers seem more in tune with Jensen and Hernstein than with Hunt and Bloom.

Let me provide the link which connects my concern about the relationship between early childhood education, the values of our society and the education of Black children. I would like to relate to you a story from my recent past. A few years ago, I worked as research assistant for Carl Bereiter and was involved in the teaching and evaluation of the first two waves of children who went through his preschool program. I was particularly impressed by the amount of reading and arithmetic which children could be taught. (As an aside, one of the skills which we seemed to be able to teach the children was the ability to score well on the Stanford-Binet.) I was much impressed by the skills which the children took with them into the public schools. I was subsequently totally disheartened by what happened to these children.

First of all, the children's performance on the Stanford-Binet went steadily down as did their performance in reading and arithmetic. The most discouraging aspect of their behavior was that the children seemed to lose more interest in school with each passing year. This phenomenon is by no means peculiar to this group of children; it has been described time and time again. The progressive manner in which minority children fall further and further behind in schooling is a matter of grave concern in every city of our country.

The question arises as to the cause of this steady deterioration in school performance. I would like to argue that the rationale for this performance drop is not that schools are not doing their jobs, but rather that they are training children to take their parents' place in the scheme of things.

Dale Harris proposed two different definitions of values in his address: 1) the worth or excellence of an object or activity or, put another way, value is a function of an individual's attitude toward an object; 2) the ends or means to an end which a society values. The first defines values in terms of the individual and his goals, while the second definition seems to focus on the shared goals of groups.

Let me suggest that these two views are very much like the two sides of the coin and they interact and reinforce each other.

Let me be specific and say that the values of authority and competitiveness are values that ultimately militate against the schooling of minority children but do not prevent it. I would like to suggest that the major institutions in this country are structured in an authoritarian, competitive and hierarchical manner. Schooling in this country simply is a reflection of the way the economic system, military, government and other institutions in our country function. We view schools as functioning to prepare children and adults to live and function in and with these institutions. Bowles and Gintis have argued that the economic system has the most direct input into the schooling process and is perhaps the single most important institution in shaping the schooling process. Even if there is some disagreement as to whether the economic system is the most important institution in our country, there is little disagreement as to the pervasiveness and acceptance of authority and competition as basic value-factors in our society.

The logic of the compensatory education movement went something like this: 1) if you raise I.Q. and/or achievement of minority children, then 2) this will lead to success in schooling, and 3) this success in schooling will lead to increased access to occupational mobility, and 4) this will lead to changes in social status of minorities in general. I would like to offer the suggestion that the compensatory education movement was in basic conflict with the values of authoritarianism and competitiveness in our society.

Even if the logic of the above argument were sound, which it is not, the values of competitiveness and authoritarianism militate against any significant accomplishments for Black people. There is the recurring theme of the Horatio Alger myth which is grounded in the belief in competition as a mechanism for positive social change. Unfortunately, given the history of this country and its relationship between whites and Blacks, Blacks have never had the option of competing with whites. What Blacks have enjoyed for so long has been the illusion that we were competing. It is still surprising that so many Black people in this country still believe in competition as a mechanism of social mobility.

Competition is so pervasive an influence in our lives that it is difficult to find an area of our lives where it is not a major influence. It is woven rather completely into the fabric of our society. It is a major mechanism in mate selection and relationships between siblings; it is a cornerstone of our educational system and our economic system. It is even the most basic ingredient in almost all of our recreation. Because observer sports are such an important part of most of our recreation, from an early age children begin to learn to become competitive through play.

I would like to discuss the general effects of competition, its role in the social development of Blacks, and then its effect in the classroom, its relationship with the testing enterprise.

From research with both adult and children's groups where competition is a major activity we generally find that competition produces less "on-task" behavior, a dislike of the task, less friendly conversation, little liking of group members and usually less group cohesiveness.

On the larger, societal level competition has some decided consequences. Pierre L. Van den Berghe has observed two major kinds of race relationships: the competitive and the paternalistic approach. In the paternalistic approach to race relations the dominant group is often a small minority of less than 20% of the population; it rationalizes its rule in ideology of benevolent despotism and regards the members of the subordinate group as childish, immature, irresponsible, exuberant and funloving--in short, as inferior but lovable as long as they stay in their place.

The competitive type of social relations represents the opposite of the paternalistic type. It is characteristic of industrialized societies with complex division of labor and production where one racial group is decidedly in the minority. Class membership is almost as important as caste membership with the understanding that no one can change caste membership. The dominant group views the lower caste group as aggressive, clannish, insolent, dishonest. Virulent hatred replaces condescending benevolence.

The competitive model of social relations seems to characterize the relationships between the races in this country. Under the paternalistic approach, the master-servant model is the model relationship, the values of both groups are integrated and there is little value conflict. Under the competitive model of race relations, values are constantly in conflict. Roles and status are ill-defined and based on achievement, universalism, specificity, self-orientation. Hostility and aggressiveness often characterize race relations. This style of race relations produces considerable anxiety in both the dominant and lower caste group.

Van den Berghe also points out that universalism, the belief that one can climb the status hierarchy through merit, is characteristic of competitive race relations. He suggests that from a reality standpoint, this view is a contradiction in terms. How can universal merit exist in a caste system? The proof of this contradiction exists in the rather undisputed fact that <u>there is not one single Black person, male or female, who has any real power in this country</u>.

The acceptance of the notion of universal merit has been a partial rationale for the continual development of the testing industry. Our children are tested and graded from the preschool until they die. For the most part nearly everyone believes that the testing is fair and reflects universal merit... except those who fail. Few seriously entertain the notion that the testing may have little or nothing to do with merit or mobility for whites or Blacks. It is equally plausible to look at testing as ordering individuals on a continuum according to social class.

Gintis (1971) has recently pulled together some interesting data indicating that social class of the parent is a more powerful determiner of economic success than either I.Q. or years of schooling. His data reveal less mobility between generations than most would expect. Specifically he finds that for whites, a child born into the top ten percent of social economic class is 80 times as likely to end up in the top decile in earnings as someone born in the lower tenth of social class status. Blacks, no matter what their social status, have to almost start over each generation.

Hess (1970) recently reviewed the literature on the responses of the poor to authority. He noted, for example, that different researchers had come upon different explanations for the behavior of the poor. Lipsitt (1960) saw the behavior of the poor as "seeking the least complex alternative." Hess and Shipman saw the poor as having "a preference for rule-oriented controls," such as phrasing comments and instructions as imperatives. White (1955) observed this tendency to structure social interaction in terms of power in his work with "street corner society"; it may underlie the greater frequency of physical punishment in working-class families, according to Bronfenbrenner.

Hess took these findings and others and concluded that "one of the consequences of lower class life is a cluster of attitudes that express low self-esteem, a sense of inefficacy and passivity." The view taken here is that these are now as much stable personality traits as they are adaptive responses to frustration and unpredictability, to being acted upon, to being forced to wait for someone in authority to act. Contingencies linking action to outcome in the relation of middle-class behavior to community institutions are frequently missing or intermittent in the slums.

The authoritarianism which pervades the lives of the poor in their communities also finds expression in their economic situations. Edwards (1972) found that supervisors' ratings of workers, when factor-analyzed with respect to peer ratings, produced three clusters or traits: 1) respect for rules, 2) dependability, and 3) internalization of the norms of the firm. Age, sex, social class background, intelligence and education had little additional predictive value. In addition, Edwards noted that respect for rules was most important at the lower occupational levels, dependability appearing strongly for middle levels and internalization of the norms of the firm predicting best at the higher levels.

Recent data from the 1970 census indicate that Blacks in this country earn roughly 61 percent of what whites earn. The median income for whites is $10,236 while the median income for Blacks is $6,279; this gap is widening. On the average Blacks were 80 per cent more likely to be unemployed than whites. Unemployment is a very serious problem for Blacks, but it is not nearly as serious as the problem of under-employment. For example, in 1965, 16 percent

of Black workers were employed in white collar occupations while 40 percent of white workers were in such a category. The reality of this discrimination is lost neither on the Black adults or young people.

These data collectively suggest that the poor are becoming poorer, and are more likely to be put into a powerless position and forced to respond to power brokers. Whether in the home or on the job, the poor respond to the authority of those in power. Children quickly learn how to respond to the sources of power. The literature on delay of gratification simply says that the poor must take advantage of whatever they can. It does not say that the poor are hedonists. In the same vein the literature on locus of control asks the question, "Do you see yourself as having control of important events in your life?" It is simply reality that the poor have little or no control over their lives. Hedonism and immediacy are not values that the poor treasure; rather, the need to deal with the here and now follows very directly from the uncertainty and lack of power in the lives of the poor.

What about authoritarianism in the schools? Comenius in 1632 saw the handwriting on the wall when he wrote, "Teachers almost invariably take their pupils as they find them; they turn them, beat them, card them, comb them, drill them into certain forms and expect them to become finished and polished products; and if the result does not come up to their expectations (and I ask how could it?) they are indignant, angry and furious. And yet to our surprise some men shrink and recoil from such a system. Far more is it a matter for surprise that anyone can endure it at all."

Silberman recently observed that the "most important characteristic that schools share in common is a preoccupation with order and control." In part this preoccupation grew out of the fact that the school is a collective experience requiring, in the minds of those who run it, subordination of individual to collective or institutional desires and objectives. Silberman goes further and argues that in addition to the subordination which is taught, an effort is also made to engender distrust. The school board has no faith in the principals, who have no faith in the teachers, who in turn have no faith in the students. The only mechanism for controlling such a set-up is to develop very authoritarian regimens.

Let us now agree that competition and authoritarianism are characteristic of much of our society and certainly our schooling. Are there data available which would help us decide whether or not schools can be created without a heavy competitive and authoritarian emphasis? There are some studies involving groups of children. Much of this research has recently been reviewed by Hartup (1970). Most of the research involved creating artificial groups with rather artificial tasks. It still remains for us to design classes and curriculum which emphasize cooperation and shared responsibility.

Fortunately we are not without some information about education with a cooperative emphasis. Increasingly we are receiving more information from socialist countries which emphasize a more cooperative approach to learning. The reports by Bronfenbrenner have been particularly helpful. For example, he points out that in the U.S.S.R. records are kept of group performance. For all the use of

groups in this country, group records are not kept. Rather, individual records are kept and groups become the basis for individual comparisons rather than useful means to enhance learning and self-discipline.

The task at hand, therefore, is to create learning environments for children which do not penalize children. Cooperative learning environments would have the distinct advantage of allowing all children an opportunity to feel good about themselves and their accomplishments. In the traditional competitive learning situation, some child or group of children must be at the bottom of the class or distribution. When the child does find himself or herself at the bottom of the distribution, the responsibility is obviously the child's. It matters not that the child may be late in maturing, late in arriving in the class, have problems which preclude his learning. No matter what the cause, the responsibility in the competitive learning situation rests on the shoulders of the child, no matter how young or old he or she may be.

Failure seems inextricably connected to competition; if we eliminate competition, we may be able to eliminate failure.

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COMPETENCIES, CREDENTIALING AND THE CHILD DEVELOPMENT ASSOCIATE PROGRAM

OR

MAIDS, MISS ANN AND AUTHENTIC MOTHERS: "MY MOMMA DONE TOLD ME"

by: Preston Wilcox, President
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New York, New York

It's not the white man's
technology we fear, one
of the young squatters
said during the occupation;
(of the State Office Build-
ing site in Harlem) it's
his tricknology that's got
Harlem uptight.

Charlayne Hunter
in New York Times.
"Harlem Building
Fight Ebbs."
April 16, 1970

Preston Wilcox is a Black man who is struggling not to live for himself alone - and not to have lived in vain. This is an effort to examine through his own eyes the intent of a program set up by the Office of Child Development to receive Black input without ever having to respect Black people/families/children: to convene a Black group to respond to the CDA but not to develop a Black institution that handles its many problems. To develop a set of competencies designed to transmit counter-insurgency, self-rejection and a desire to colonize others, is a new form of technical interpretation to turn authentic, natural Black mothers into "professional technicians," unrelated to the Black community, comfortably subservient to the white community - and ill equipped to reappropriate those natural skills/desires that their mothers had passed on to them.

White Americans who have not functioned as a minority in communities where Blacks are, in fact, the majority and in control; who have not felt the wrath of confronting the anger of their brother whites - and who fail to recognize that Blacks and whites fear the same white destructive/actuality/potential, are incapable of defending justice, equality, freedom and competence!

No one can ensure justice for others without first recognizing the ways in which social injustice has directly benefited them.

No one can talk about equality for all, if they cannot be fair to individuals.

No one can help to free someone who has not really experienced freedom himself.

No one can assess the competence of a person for whom they are unwilling to guarantee justice and freedom and whose need for credentials confers economic benefits on the anointer.

The Black Colloquy

The Black Colloquy was assembled in response to the appeal of Canary Girardeau, of the Child Development Associate Consortium, a soul sister with depth, for several reasons:

> The Competencies for the Child Development Associate, November 1972, (6 pp) had been assembled by a white colloquy integrated by a Black or two, but controlled and responsive to and reflective of the desires of scientific colonialists: the development of a body of knowledge and an income-producing tools. The income was to go to the colonialists; the body of knowledge was about someone else's children, not their own!

The competencies are divided into the following categories which are further subdivided into behavioral categories:

Categories	Number of Behaviors
1. Set up and maintain a safe and healthy learning environment.	9
2. Advance physical and intellectual competence.	13
3. Positive self-concept and individual strength.	8
4. Organize and sustain the positive functioning of children and adults as a group in a learning environment.	4
5. Bring about optimal continuation of home and center child-rearing practices and expectations.	5
6. Carry out supplementary responsibilities related to the children's progress.	3

The Competencies De-Coded

Most of the language is that of the oppressor or that of people who believe that children have sinned merely because they exist. Most of the material is written in code language designed to conceal its malicious intent. Restated by one who loves little people, what the "others" really mean is as follows:

1. Make the community safe enough for an outsider to rip it off. If necessary, provide security guards for teachers.
2. I just want to control them and intimidate them, not care about them -- and I do not want them to care about each other.
3. Turn them against themselves, make them compete for our resources -- and thereby learn to compete against one another for our rewards.
4. Destroy their families by providing them with an experience that ignores the validity of the family as a group experience. Use the social group to learn to cheat, not to learn to distrust cheating teachers.
5. Identify new areas for possible fun[illegible] and start all over again.

Before proceeding it may prove instructive to re-read the CDA Competencies: Competencies for the Child Development Associate,(Washington: Child Development Associate Consortium, Inc. November 1972, 6 pp)-- carefully -- and relate it to the translation above. What's your reaction to an Afrikan decoding of European tricknology?

The "Miss Ann/Maid" Syndrome

As we read through the behaviors we found ourselves rather automatically and instinctively placing them in three categories:

a. Miss Ann - Behaviors designed to make Afrikan children tolerable to Europeans, i.e., conditioning them to reside in minimum security outside of the actual prisons -- and removing the need for security for their teachers. Affect is controlled like that between a pimp and a whore.

b. Maid - Behaviors designed to condition and teach Afrikan children to detest work, but to engage in it as a tool to avoid starvation rather than challenging Miss Ann's disproportionate wealth. Affect is used to maintain the master/slave relationship -- not to destroy/confront it.

c. Mothers - The parent/child relationship predominates. The CDA views all children as though they were her/his own children. A familial/communal relationship should confirm that the child is a member of a family and a community first -- and a learner second.

An authentic mother is never a "surrogate mother" or a "parent substitute," she's everybody's mother -- the granny of the block whom everybody -- no matter what their ages -- recalls as being"granny."

We think this occurred for several reasons:

a. Early announcements of this program by the press failed to accredit/acknowledge the role played by Black women in child rearing in this country. A large number of white people in this country nursed on Black breasts -- and dug it. See Appendix.

b. The increasing requirement that Black women be trained/educated by Europeans to learn how to raise their children -- or other children from their own communities.

c. The refusal/failure to recognize/accredit the natural talent which "conscious mothers" have in caring for children. Most female professionals and male professionals have "natural parental instincts" trained out of them such that even with their own children's teachers they relate as professional educators - and not as parents!!

d. The struggle over the minds of Afrikan children: the European awareness that the psyche/mind of a child can be so tampered with in the first six years of his/her life that they can be Europeanized for life by a skillful child-hater. No child -- European or Afrikan -- should be turned off against himself/herself.

e. The need for the Afrikan community to reappropriate the role of the woman as a team member in the Black family -- as against being psyched by Moynihan into believing that they are the breadwinners. The number of authentic Black men in prisons etc. has turned Black women into pseudo white men--gatekeepers/correction officers/advocates of the system.

f. The problems of the Afrikan community cannot be solved by the European community whose affluency derives from its skillful exploitation of the Afrikan community.

Back to the competencies. As we read the list of behaviors, under each of the six competencies we wrote the word Maid, Miss Ann, or Mother beside them accordingly -- based on the above stated definitions. The results of our tabulation were as follows:

Competency	Number of Behaviors		
	Maid	Miss Ann	Mother
I (N = 9)	9	0	0
II (N =13)	0	13	0
III (N = 8)	0	5	3
IV (N = 4)	0	2	2
V (N = 5)	0	5	0
VI (N = 3)	0	3	0
Totals	9	28	5

One can conclude from the findings above that the CDA is destined to emulate the behavior of Miss Ann; to uphold the institution of white male supremacy based on the exercise of fire power -- and to utilize the power to intimidate the learners (Afrikans) into submission to Europeans. Importantly, it will equip Europeans to define/manipulate/control the Black family by educating Afrikan females to perceive themselves as leaders of the Black family -- and as agents of the European establishment within the Black community.

The CDA strategy, then, is designed to utilize Afrikan women as agents against the Black family -- as a means to render Blacks accessible to the "melting pot" -- from which they have been systematically excluded.(1)

The Black Advisory Task Force to CDA Consortium

As a consequence of the meeting which was held between February 8-10, 1973, a Black Advisory Task Force to the CDA Consortium developed from the Black Colloquy. In a letter addressed to Dr. C. Ray Williams, Executive Director, CDA Consortium, Inc., the B.A.T.F. requested to serve in an advisory capacity to the Consortium.

A review of this statement renders such a position inconsistent with the conclusions reached. It assigns the major responsibility for the development of the CDA competencies to the Consortium with advisory responsibilities be assigned to the B.A.T.F. The situation should be reversed on several scores.

Recommendations

a. Canary Girardeau should be financed and provided with the proper staff under policy-making control of selected Afrikan educators to coordinate the development of CDA competencies designed to operate with Afrikan children in Afrikan communities.

b. The Consortium should encourage all ethnic groups to do the same: Puerto Ricans, Chicanos, First Americans, Italians, Irish, etc. A culturally pluralistic model is the only one which will build in the guarantees to guard the integrity of families, culture, mores, customs, etc.

c. Each group should be financed in order to develop self-evaluation strategies for their own models.

d. A multi-cultural team should then be convened to share commonalities to exchange information and to develop techniques for teaching how to respect different cultures. Such a team should resist any effort to develop a culture-free evaluation instrument.

Footnotes

(1) An article -- "Latest on the U.S. 'Melting Pot'" in U.S. News and World Report, Jan. 4, 1973, p. 46, examines the issue as it relates to "eight major ethnic groups";all non-Afrikans, non-Asian-Americans or non-First Americans (Indians). They were to be covered in a separate study.

(2) Found on the walls in the Men's Toilet, Queens Borough Public Library, New York.

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*All are available at the Action Library
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Don't be what you isn't

Just be what you is

Cause if you is what you isn't

You isn't what you is (2)

Never fear righteousness

July 1973

CDA COMPETENCIES

Competencies for the Child Development Associate

A comprehensive, developmental program for preschool children is one in which the total design helps children acquire the basic competencies and skills for full development and social participation, while at the same time assuring that the quality of the child's experience is emotionally satisfying and personally meaningful.

Within such a child development program, the Child Development Associate will be expected to have the knowledge and skills to be able to:

1. Set up and maintain a safe and healthy learning environment

   a. Organize space into functional areas recognizable by the children, e.g., block building, library, dramatic play, etc. Maid

   b. Maintain a planned arrangement for furniture, equipment and materials, and for large and small motor skills learning, and for play materials that is understandable to the children. Maid

   c. Organize the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials. Maid

   d. Arrange the setting to allow for active movement as well as quiet engagement. Maid

   e. Take preventive measures against hazards to physical safety. Maid

   f. Keep light, air and heat conditions at best possible levels. Maid

   g. Establish a planned sequence of active and quiet periods, of balanced indoor and outdoor activities. Maid

   h. Provide for flexibility of planned arrangements of space and schedule to adjust to special circumstances and needs of a particular group of children or make use of special educational opportunities. Maid

   i. Recognize unusual behavior or symptons which may indicate a need for health care. Maid

2. Advance physical and intellectual competence

a. Use the kind of materials, activities and experiences that encourage exploring, experimenting, questioning, that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement. Miss Ann

b. Recognize and provide for the young child's basic impulses to explore the physical environment; master the problems that require skillful body coordination. Miss Ann

c. Increase knowledge of things in their world by stimulating observation and providing for manipulative-constructive activities. Miss Ann

d. Use a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults. Miss Ann

e. Work gradually toward recognition of the symbols for designating words and numbers. Miss Ann

f. Promote cognitive power by stimulating children to organize their experience (as it occurs incidentally or pre-planned for them) in terms of relationships and conceptual dimensions: classes of objects; similarities and differences; comparative size, amount, degree; orientation in time and space; growth and decay; origins; family kinship, causality. Miss Ann

g. Provide varied opportunities for children's active participation, independent choices, experimentation and problem-solving within the context of a structured, organized setting and program. Miss Ann

h. Balance unstructured materials such as paint, clay, blocks, with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct. Miss Ann

i. Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, searching answers and solutions for the real problems that are encountered and reviewing the outcomes of experience. Miss Ann

j. Support expressive activities by providing a variety of creative art media, and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation. Miss Ann

k. Utilize, support and develop the play impulse, in its various symbolic and dramatic forms, as an essential component of the program; giving time, space, necessary materials and guidance in accordance with its importance for deepening and clarifying thought and feeling in early childhood. Miss Ann

l. Extend children's knowledge, through direct and vicarious experience, of how things work, of what animals and plants need to live, of basic work processes necessary for everyday living. Miss Ann

m. Acquaint children with the people who keep things functioning in their immediate environment. Miss Ann

3. Build positive self concept and individual strength

a. Provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy/girl as a member of his family and ethnic group, as a competent individual with a place in the child community. Mother

b. Give direct, realistic affirmation to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaptation, and emerging interest in cooperation, in terms of the child's actual behavior. Mother

c. Demonstrate acceptance to the child by including his home language functionally in the group setting and helping him to use it as a bridge to another language for the sake of extended communication. Miss Ann

d. Deal with individual differences in children's style and pace of learning and in the social-emotional aspects of their life situations by adjusting the teacher-child relationship to individual needs, by using a variety of teaching methods and by maintaining flexible, progressive expectations. Miss Ann

e. Recognize when behavior reflects emotional conflicts around trust, possession, separation, rivalry, etc., and adapt the program of experiences, teacher-child and child-child relationships so as both to give support and to enlarge the capacity to face these problems realistically. Miss Ann

f. Be able to assess special needs of individual children and call in specialist help where necessary. Miss Ann

g. Keep a balance for the individual child between tasks and experiences from which he can enjoy feelings of mastery and success and those other tasks and experiences which are a suitable and stimulating challenge to him, yet not likely to lead to discouraging failure. Mother

h. Assess levels of accomplishment for the individual child against the background of norms of attainment for a developmental stage, taking into careful consideration his individual strengths and weaknesses and considering opportunities he has or has not had for learning and development. Miss Ann

4. Organize and sustain the positive functioning of children and adults in a group in a learning environment

a. Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment as well as for the sake of social development. Miss Ann

b. Create an atmosphere through example and attitude where it is natural and acceptable to express feelings, both positive and negative -- love, sympathy, enthusiasm, pain, frustration, loneliness or anger. Mother

c. Establish a reasonable system of limits, rules and regulations to be understood, honored and protected both by children and adults, appropriate to the stage of development. Mother

d. Foster acceptance and appreciation of cultural variety by children and adults as an enrichment of personal experience; develop projects that utilize cultural variation in the family population as resource for the educational program. Miss Ann

5. Bring about optimal coordination of home and center child-rearing practices and expectations

a. Incorporate important elements of the cultural backgrounds of the families being served, food, language, music, holidays, etc., into the children's program in order to offer them continuity between home and center settings at this early stage of development. Miss Ann

b. Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center. Miss Ann

c. Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children. Miss Ann

d. Perceive each child as a member of his particular family and work with his family to resolve disagreements between the family's life style with children and the center's handling of child behavior and images of good education. Miss Ann

e. Recognize and utilize the strengths and talents of parents as they may contribute to the development of their own children and give parents every possible opportunity to participate and enrich the group program. Miss Ann

6. Carry out supplementary responsibilities related to the children's programs

a. Make observations on the growth and development of individual children and changes in group behavior, formally or informally, verbally or in writing, and share this information with other staff involved in the program.

Miss Ann

b. Engage with other staff in cooperative planning activities such as schedule or program changes indicated as necessary to meet particular needs of a given group of children or incorporation of new knowledge or techniques as these become available in the general field of early childhood education.

Miss Ann

c. Be aware of management functions such as ordering of supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants), monitoring food and transportation services, safeguarding health and safety and transmit needs for efficient functioning to the responsible staff member or consultant.

Miss Ann

In addition to the knowledge and experience that are essential components of "educational competencies", it is essential that the people who teach young children shall have specific capacities for relating to them effectively. From field observation of practitioners and a review of the literature, it is possible to name those qualities and capacities which are likely to be most congruent with the competencies as defined. These are essential complements to the more technical aspects of competence. The capacities listed below represent patterns of relatedness most relevant to teaching children in the early years of childhood.

... To be sensitive to children's feelings and the qualities of young thinking.

... To be ready to listen to children in order to understand their meanings.

... To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children.

... To be able to protect orderliness without sacrificing spontaneity and child-like exuberance.

... To be differently perceptive of individuality and make positive use of individual differences within the child group.

... To be able to exercise control without being threatening.

... To be emotionally responsive, taking pleasure in children's successes, and being supportive for their troubles and failures.

... To bring humor and imaginativeness into the group situation.

... To feel committed to maximizing the child's and his family's strengths and potentials.

ONLY ONE MOTHER

George Cooper

HUNDREDS OF STARS IN THE PRETTY SKY,
HUNDREDS OF SHELLS ON THE SHORE TOGETHER,
HUNDREDS OF BIRDS THAT GO SINGING BY,
HUNDREDS OF LAMBS IN THE SUNNY WEATHER.

HUNDREDS OF DEWDROPS TO GREET THE DAWN,
HUNDREDS OF BEES IN THE PURPLE CLOVER,
HUNDREDS OF BUTTERFLIES ON THE LAWN,
BUT ONLY ONE MOTHER THE WIDE WORLD OVER.